The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand and Other Commercial Subjects

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Bridging the Gap in Shorthand

A Paper Read before the Pennsylvania State Education Association

Lancaster, Pennsylvania, December, 1927

By E. F. Keller

Central High School, Harrisburg, Pennsylvania

SHORTHAND writing today in America is increasing in importance. The idea most people had for many years (some still cling to the same idea today) that shorthand was a useless acquirement except to those who desired to gain a livelihood thereby, is rapidly passing away. Today people are recognizing the utilitarian value of shorthand as well as its vocational importance and they are learning it, in increasing numbers, with that use in mind.

We are living in a rushing age. At no time in the world's history, so far as we know, have things moved along with such lightning rapidity as they do today. This is making us an impatient people. We demand as necessities the luxuries of yesterday. A decade or so ago the possession of an automobile was beyond our wildest dreams (especially school teachers'). Today an automobile is as much a part of our conveniences as is the telephone.

The Old Order Changeth

Recently I was watching the excavation of a large cellar for a church building. Two kinds of conveyances were being used to remove the dirt. One was a horse-drawn cart; the other a Mack truck. The cart shifted back and forth to get where the dirt could be loaded on it by the steam shovel. The process was so unsatisfactory that I felt like going down and pushing the cart out of the way for the more efficient truck.

Another time I was standing on the bridge

that spans the L. I. R. R. at the western part of Long Island City. Away in the distance I observed two kinds of trains approaching. One was moving swiftly and silently, with little vibration, towards the East River tunnel that leads into New York City. The other was the cumbersome, vibrating, puffing steam engine, creeping along at snail pace, it seemed to me, in marked contrast to the more efficient engine, eventually to turn its uncompleted job over to the newer type of motive power for completion.

Teaching Methods Need Speeding Up, Too

These methods of transportation remind one of the different kinds of teaching in vogue today in high schools. One can still find that old, round-about, slow method of instruction that accomplishes little in this rushing age that is satisfactory either to students or business men. In most cases of commercial teaching, however, one finds the better, high-speed method of instruction that is more in accordance with modern tendencies in business. With improved textbooks, better office equipment in the classroom, finer school buildings in which to work, and live, energetic, pulsating students anxious to get somewhere in their studies, commercial teachers today are turning out a higher percentage of qualified office assistants than ever before, with a foundational training that will enable the latter later to advance to executive positions. Failure to produce such a percentage of qualified students reflects on the teacher rather than on the pupils.

Superintendent McAndrew of Chicago remarked recently that the reason for high school failures is the teacher; that no successful corporation would stand for the waste product of the public schools. He believes it to be the teacher's responsibility to recover most of his students, dull or bright; otherwise he feels the teacher has failed. Producing one or two star pupils in a group surely is no indication of teaching efficiency. Some students will do well in their studies in spite of the teacher. Efficiency is innate with them. They are superior to conditions.

Our Responsibility

From a technical standpoint our first responsibility to our students of stenography is to enable them to acquire a working knowledge of the subject by means of the textbook, and finally, to enable them to take new dictation at a commercial rate of speed and transcribe it accurately and rapidly on the typewriter. Between these two points in their shorthand training lies a gap that must be bridged ere they can hope to do acceptable stenographic work. To jump students immediately into new dictation upon the completion of the Manual is only inviting disaster to them. There are at least two intermediate steps they must take before they are ready for new dictation. They must have their hand and mind trained to work in unison by means of practiced exercises where all the shorthand outlines are made for them as was done for them in the Manual, and they must later assume some of the responsibility of recalling the correct outlines of a portion of the matter dictated before new matter is dictated to them.

Class Method of Organization Still Necessary

At least two types of students come to us for shorthand instruction. One is that alert, nervous, high-strung student who reminds one of a race horse impatient for the fray, and the other, that brainy, methodical, think-it-through student who can be trained to do acceptable amanuensis work. To maintain the interest of the former and the encouragment of the latter is the problem that confronts the shorthand teacher. The class organization of the public schools only adds to the complexity of the problem. If the spiritual qualities of these various types of students can be maintained through the Manual, the problem will be greatly lessened.

So long as the public schools are organized as they are, one can hardly dispense with the class method of instruction; for this method seems to be the best for public school teaching. The public schools are endeavoring to give its students an education first and a training in some particular field next, and it would be very difficult to carry out this plan apart from the class method of instruction.

Commercial educators, are pleading for the subordination of commercial education to this higher purpose of education, but how can this be done when the demands of the tax-paying public for specialized training in commercial branches necessitate emphasis being put upon the training phase of commercial education? However, I believe that in our commercial teaching we ought to carry out this higher purpose of education as far as we are able so to do.

Taking New with the Old Holds Interest

It is possible to maintain the interest of all shorthand students with the class method of instruction, be they fast or slow working. It cannot be done so well, however, if the Manual is taught in the traditional way. To complete each lesson thoroughly before going on to the next violates a fundamental principle of pedagogy. Were it not for the interest appeal

of shorthand, the student's interest in the subject would start to lag in the early lessons. A private student of mine a number of years ago spent seven hours on the first lesson of the textbook but he never returned for any more lessons. He consumed his interest on the first lesson.

A New Plan of Work

If one analyses carefully the first eight lessons of the Manual, presuming, of course, that we are teachers of the Gregg system of shorthand, he will find that each lesson is composed of but three parts; namely, sounds, principles, and wordsigns. The remainder of the lessons simply applies these fundamental parts of each lesson to words and sentences. Learning this much of each lesson qualifies the students to go on with the next lesson and by the time they have reached the ninth lesson, their hazy ideas of the subject have been dispelled and they are ready to review more thoroughly the lessons they have covered up to this point.

Reviewing these lessons, however, does not justify the retardation of the progress of the students. It is good pedagogy to keep pupils going forward always so that their interest may be kept at white heat. To do this, the ninth lesson, which is composed entirely of wordsigns, and all the advanced sounds, or at least most of them, should be learned by the time the first eight lessons are reviewed. The high school with which I am connected does this by means of cards on which all the sounds and wordsigns of the Manual are arranged in five columns, one column for each day of the school week. The *Gregg Speed Studies* should be used freely during this review, especially the lessons in it that correspond to the lessons of the text that are being reviewed.

Emphasizing Speed Drills

When this review of the Manual is completed, the students, who by this time have gained some knowledge of the principles of the advanced lessons through daily drills on the advanced sounds, should be able to finish the remainder of the book quickly. At this point the textbook should be subordinated to the speed drills by means of which the students learn to read and write shorthand from dictation.

New Presentation Saves Class Time

In what time can the Manual be covered by this method, and can it be completed more quickly than in the traditional way?

Several years ago at the Central High School of Harrisburg, another commercial teacher (Mr. S. C. Miller) and I experimented with both of these methods for the purpose of determining which was the better way of teaching shorthand to beginners. I used the textbook and the cards on which I had the wordsigns, the manual signs, the vocabulary words, and the principles arranged so that I could cover each of these sections of the textbook weekly after the students had gone over them once. With a group of normal, eleventh-year high school students, I was able to cover the textbook easily in one semester besides having time enough to review the same at least once. Mr. Miller's group did not do so well. In fact, he was not able to complete the Manual in the same time. It goes without saying that the shorthand teachers of Harrisburg are using the quicker way of teaching shorthand to beginners. We have found it easier to maintain the interest of the class with this method of presenting the principles of the textbook to them and are quite convinced of its superiority in completing the technique of the subject.

Building Vocabulary

Completing the principles of the textbook, however, is but the first lap in the shorthand race. Students must learn to take new dictation at a commercial rate of speed and to transcribe their notes rapidly and accurately on the typewriter. As already pointed out, students who are plunged immediately at this point into new dictation are doomed to failure. The gap existing here between the Manual and new dictation must be bridged before students are ready for the latter. The hand and mind have not been trained to work in unison from the study of the Manual. This coördinate action is developed through speed drills where every outline is made for the students. The latter are not ready even at this time to construct the outlines of the matter dictated to them. That's the third step in their shorthand development. Besides, students are in the period of vocabulary building. It is just as important for them to build up a good shorthand vocabulary before they attempt much new dictation as it is for the English students to have a good word vocabulary before they can hope to speak or write effective English. Their success in shorthand writing will be in proportion to the shorthand vocabulary they have built up.

The process of vocabulary building, therefore, should be intensive from the very first day they start to study the subject. Outlines must flow freely from their pens; otherwise students will fail as shorthand writers.

Upon the completion of the review of the first nine lessons, easy business letters, previously practiced, should be dictated to train the hand and mind to work in unison. In my

opinion speed drill work is the most important part of the students' training. It not only trains the hand and mind in harmonious action, but it also prepares students for advanced dictation and fluent reading. This drill work, therefore, should continue right through the entire course.

The Second Lap

At Harrisburg we use the *Gregg Speed Studies* for this second part of the students' training. The latter prepare the exercises beforehand by reading the day's assignment at least five times before they start to practice it for speed drill work. In class this practiced exercise is dictated at a moderate rate of speed, which speed is within the compass of the students' writing ability, and then it is increased from time to time. After the exercise is read back in class by different students from their own notes, the new speed exercise for the next day is then read voluntarily by some student who had initiative enough to read it over before he or she came to class.

The Third Step

The third part of the students' training in this work is to use exercises that will compel the students to recall the correct outlines of most of the words in the material dictated to them. Up to this point students have learned the words and principles of the Manual fairly well; they have acquired facility in putting these words and principles together in the form of letters dictated at a fair rate of speed together with some reading ability; they have built up a fair-sized vocabulary by means of the textbook, the *Speed Studies*, and the *Thousand Most Frequent Words* booklet; they are now ready, it seems to me, to assume some of the responsibility of recalling the correct outlines of a portion of the matter dictated to them. Somewhere in their course the students must take this intermediate step before they can take dictation with any degree of success. They should now therefore start to embody in their home practice the most difficult words of the exercises that will be dictated to them in class the next day; but they should not get the sense of the article that will be used for this purpose.

Any good dictation book that has the most difficult or less-frequently used words listed at the top of each letter or exercise for home practice may be used for this part of their work. A certain number of exercises are dictated four days a week and, on Friday, a test letter for checking-up purposes. These test letters will not only check up the character of the work the students do the fore part of the week, but they will also prepare the latter to glide easily into the last part of their shorthand training, the taking of entirely unfamiliar matter.

The Gap Spanned

The gap is spanned. The students ought now to be able to take new dictation easily at a good rate of speed and transcribe their notes accurately on the typewriter. If one superimposes upon this foundation additional training in mimeographing, filing, machine operation, and courses in office training and secretarial practice, his students will leave his department qualified to meet the most exacting demands of the modern offices.

Harrisburg is just entering upon its new Program of Studies that has been built up in the way herein outlined, and the way its graduated students are meeting the demands of the State offices and the offices of the community indicates the soundness of its course.

Teacher Certificate Winners

O. A. T. Awards

Marie Crossland, Divernon High School, Divernon, Illinois
Lenora R. Allison, Apollo High School, Apollo, Pennsylvania
Sister Irma, College of St. Benedict, St. Joseph, Minnesota
Mrs. R. H. Baker, High School of Commerce, Yonkers, New York

O. G. A. Awards

Nancy Royse Allen, Drake College, Elizabeth, New Jersey
Lenora Allison, Apollo High School, Apollo, Pennsylvania
Sister Agnes-du-Sauveur, St. Louis Academy, Lowell, Massachusetts
Madeline Case, Dolton High School, Dolton, South Dakota
Edith Peterson, Reed-Custer Township High School, Braidwood, Illinois
Harriet E. Stern, Somerset High School, Somerset, Pennsylvania
Mrs. L. M. Giger, Winfield, Kansas
Ruth B. Mason, Somerset High School, Somerset, Massachusetts
Eva L. Connelly, Mankato Commercial College, Mankato, Minnesota
Lona K. Lee, Lyons High School, Clinton, Iowa
Emma Beck, Waverly High School, Waverly, Iowa
Fred C. Burris, William Penn High School, Harrisburg, Pennsylvania
Cora Nelson, Racine Vocational School, Racine, Wisconsin
Sister Mary, Immaculate Conception Academy, Washington, D. C.

Silver Ring

Lillian Frederick, Emerson School, Gary, Indiana

C. T. Awards

Lona K. Lee, Lyons High School, Clinton, Iowa
Lizzie Seegar, Greenville, Tennessee
Sister Agnes-du-Sauveur, St. Louis Academy, Lowell, Massachusetts
Edith Houston Miller, High School, Stewartville, Minnesota

SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

THE fourth number of *The Vocational News* published by the students of the Vocational School at St. Louis, contains a most interesting Gregg article. The first feature to greet us is a stenciled Gregg emblem and, as we read, we learn about the *Gregg Writer* Transcription Club sponsored by Miss Margaret E. Ray.

The following is taken from one paragraph: "The purpose of our organization is to develop speed and accuracy in our shorthand work. Each month the New York office of the *Gregg Writer* mails Gregg Writer Transcription Tests to us—many students receiving awards, and we hope on our March material to achieve a 100 per cent record."

Our heartiest good wishes are extended to the club and its leader.

News of what is happening in the clubs of some of the other schools recently heard from is reported on page 299.

THE following statement made by Miss Fredericka Belknap, director of the Bureau of Appointments, New York University, concerning the existing demand for commercial teachers, will be of unusual interest to all teachers who are debating the advisability of securing additional professional training in commercial education. The statement should also awaken other universities and teachers colleges to a realization of the deplorable lack of teacher-training facilities for commercial subjects, and spur them on to increase these facilities without further delay.

The statement follows:

"I received a total of 105 calls for commercial teachers and have registered 79 candidates during the year 1926-27. However, 63 candidates registered for secondary teaching and there were only 55 calls for this type of work. On the other hand, we had 45 calls for college instruction and only 13 candidates, and 7 calls for normal instructors and only 3 candidates. We filled 27 per cent of the high school calls, 13 per cent of the college, and 29 per cent of the normal school calls."

What schools are planning for this summer in the way of commercial-teacher training, as announced in our Summer School Directory (page 291), will be of special interest in connection with this statement of Miss Belknap's.

IN 1917, the University of California at Berkeley invited Miss Cora Pryor, of Bloomington, Illinois, to give a course in Gregg Shorthand at the summer session. Her work was so successful and her personality so attractive, that she was selected by the Oakland schools to teach in the large Technical High School of that city. For years she prepared young men and women for business positions, always holding the respect and admiration of faculty and students.

On February 12, Miss Pryor passed away after a prolonged illness. On the 13th, her many friends in the schools, in society, in business, and in the Eastern Star met in Berkeley and held a service of sincere appreciation and affection for this charming woman, loyal friend, supremely fine teacher and administrator.

RECENTLY we received from the Chillicothe Business College, Chillicothe, Missouri, an announcement of the formal opening of a new gymnasium-auditorium, which is replacing the one destroyed by fire not long ago. Thus an attractive sixth unit is added to their group of buildings.

It is built of velour mat brick with white mortar joints and artificial stone trim. The dimensions are 82 x 140 feet. The first floor contains a large library and study hall, a banquet room, three large rooms given over to state club activities and shower and locker rooms for boys and girls and for visiting teams. The upper or main floor contains a large cloak room, offices for both the coach

(Continued on page 314)

Results of the Teachers' Blackboard Contest

By Florence E. Ulrich

Editor, Gregg Writer Art and Credentials Department

Awards

First Prize: Marie Mahaffy, South St. Paul High School, South St. Paul, Minnesota
Second Prize—Tie: W. Rude, Oklahoma Agricultural & Mechanical College, Stillwater, Oklahoma
Marie E. Marik, Haaren High School Annex, New York, New York
Third Prize: Bert Leach, Portsmouth High School, Portsmouth, Ohio

Special Prizes

Mrs. J. P. Peterson, Humboldt College, Minneapolis, Minnesota
J. P. Griest, William Penn Senior High School, York, Pennsylvania
Maude S. Haskell, Gray's Business College, Portland, Maine
M. Gertrude Smith, Strayer College, Washington, District of Columbia
Mrs. Edith R. Tatroe, Abraham Lincoln High School, Council Bluffs, Iowa
Mrs. Olive E. Shepard, Terryville High School, Terryville, Connecticut
S. R. Morrell, The Gregg School, London, England

MANY excellent specimens of blackboard writing were received this year in the teachers' shorthand writing contest. The Blackboard Contest has been an important factor in the development of artistic shorthand writing in the teaching profession—the combined efforts of hundreds of contestants representing many hours of intensive study and practice, and critical observation and analysis. The teacher who, when she looks at a specimen of notes, cannot tell what is wrong with it is handicapped in training her pupils to write good notes. If the Blackboard Contest does nothing else, it stimulates interest in shorthand style, and trains the critical faculty necessary to analyze notes.

Good Penmanship Aid to Speed

The principal of a school in the Middle West in a letter which came to my desk this morning states that it has been the intensive study and practice of good notes for the O. G. A. Contest that enabled three of the students in the secretarial group in his school to win the gold medal for 175 words a minute—one of these pupils, a prize winner in previous O. G. A. Contests, making a grade of 99 per cent on the test. Each year excellent shorthand speed records are made by students in schools, and almost invariably an investigation reveals that shorthand penmanship practice, and particularly O. G. A. practice, contributed largely to the ultimate results.

Just as the O. G. A. Contest is responsible to a greater or lesser degree for the development of shorthand writing speed and accurate transcription, so the Blackboard Contest is responsible in some measure for the training that more and more teachers receive in shorthand writing which gives them the confidence to teach the subject of penmanship. That is one reason why it is so popular. This year many new teachers entered the ranks along with those of longer experience, and together they helped to make the contest very worthwhile.

The responsibility of choosing the best specimen out of so many good specimens is indeed great, and the votes of the contest committee are cast only after the most deliberate and analytical study of individual characters. Eleven specimens came up on top for the final analysis—those submitted by Miss Marie Marik, of New York City; Mrs. J. P. Peterson, of Minneapolis, Minnesota; Miss Marie Mahaffy, of South St. Paul, Minnesota; Mr. J. P. Griest, of York, Pennsylvania; Miss Maude Haskell, of Portland, Maine; Miss M. Gertrude Smith, of Washington, District of Columbia; Mr. S. R. Morrell, of London, England; Mrs. Olive Shepard, of Terryville, Connecticut; Mrs. Edith Tatroe, of Council Bluffs, Iowa; Mr. W. Rude, of Stillwater, Oklahoma; and Mr. Bert Leach, of Portsmouth, Ohio.

The Process of Elimination

Through the process of elimination the prize winners were finally selected. Mrs. Tatroe's specimen, while reflecting some very beautiful writing, reveals the tendency to flatten the horizontal curve as in *play* and *later;* the strokes *br* and *pl* in *brood* and *play* appear to be a little shaky in the combinations, suggesting a pause at the base of the downward curve; and the phrasing is excessive. Such phrases as *and did* carry the hand too far away from the line of writing and are

not recommended on that account. The chief fault to be found with Mrs. Tatroe's writing is shallowness of *r* and *l*, however, and a too pronounced curvature of *g* in *good-natured*. We hope that another year will find her specimen inside the prize ring.

Mrs. Olive Shepard has acquired a beautiful style of writing, but she seems to have experienced a little difficulty in a few outlines. In *weary* the dip in the curve does not begin until after the downstroke has been crossed, thereby suggesting *w-e-oo-r-e*. Enough differentiation is not always maintained in the size of the circles, and *a* in *accomplished* is about one-half the size of *a* in *play*. Again the circles are not always closed. *Displayed* is beautifully executed. The circle is too small in the phrase *some day*. *Fair* has the same fault as *weary*—incorrect curvature of *r*. Even though in the opinion of the contest committee these errors are fundamental, Mrs. Shepard has acquired a firm style and control that makes her specimen a pleasure to look at.

Mr. S. R. Morrell, of London, England, did not have access to a blackboard, and submitted a pen-written specimen. He has acquired a very good style; proportion, spacing, and formation, particularly, are good, but there is not the life and fluency in the writing characteristic of unrestricted motion. The broken circle in *ashamed*, *v* in *Providence*, and the abrupt ending of *r* in *bring* are evidences of this. Greater writing control only is necessary to make Mr. Morrell one of the expert writers of the system.

What has been said about Mr. Morrell's specimen applies also to the specimen submitted by Miss Gertrude Smith. She has mastered circle joinings, but such characters as *ashamed*, *they would have been*, and *perfection* are "overworked." Also proportion is not maintained throughout, and *l* in *will be able* is longer than *l* in *look*. *L* drops down at the end due to improper curvature at the beginning of the word *later*, and the angle in the phrase *they would have been* is too pronounced and the outline too perpendicular and stiff. *To bring*, *something*, *admit*, *energetic*, and *courage* are perfectly executed. We hope that Miss Smith will take our suggestions and criticisms and profit by them in next year's contest!

Miss Maude Haskell writes pretty notes, but she tells us that she wrote under the handicap of a low board and the alignment, therefore, is not as good as it would have been if this difficulty had not been present. Even spacing between lines is important not only to artistry, but to ready transcription. *Displayed* is prettily executed by Miss Haskell. The *t*'s, *d*'s, *v*'s and *b*'s are a little too perpendicular, perhaps, but, on the other hand, such outlines as *fair*, *accomplishment*, *they will be*, and *ready* are almost perfectly written. There is a little difficulty, apparently, in joining the circles at the beginning of *k* as in the word *accomplished*—the beginning stroke is not curved enough and the circle assumes the form of a loop. This is easily overcome if the first stroke is written with a downward motion instead of a left motion.

Mr. J. P. Griest writes an exceptionally good blackboard style, but there seems to be a tendency to make the characters too perpendicular, giving the appearance of stiffness. The curves drop down at the end in the word *later* and *Trent*. The slant is not good in *weary* and *that they*. *F* in *fair* is not correctly curved, and the angles are too sharp in such combinations as *they will be*, *much more*, and *they would have been*. *Some day* was incorrectly written. On the other hand, such outlines as *if they*, *accomplished*, *displayed*, and *ashamed* are a joy to the artistic eye and distinguish Mr. Griest as one of the really artistic writers of the system.

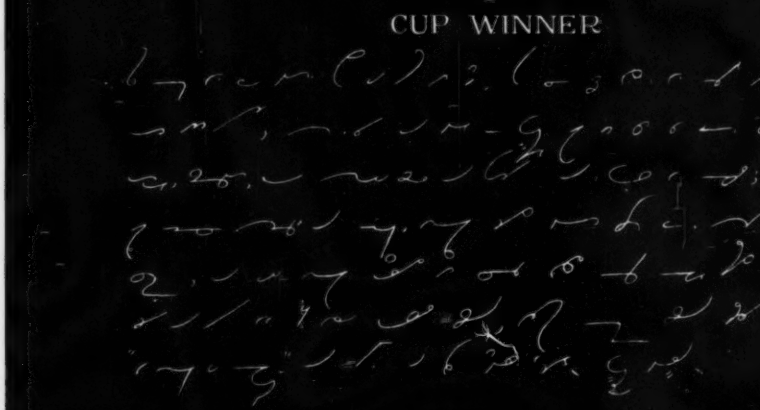
As a potential prize winner Mrs. J. P. Peterson gave the rest a real run for the honors. She writes a beautiful hand. This year, however, while the individual characters reveal the same confidence, grace, and ease of execution characteristic of all of her writing, proportion was not maintained—indeed in some instances the downstrokes *b* and *v* are five times the length of *t* and three times longer than some of the short curves. *Rk* in *worker*, for instance, is about one-half the length of *v* in *you have*. This lack of uniformity in length is the principal charge against the specimen. The circle in *people* does not fit up closely enough to the downstroke, and the curve in *be able* is a little too pronounced. Mrs. Peterson is classed among the most artistic shorthand penmen in the teaching profession, and were it not for lack of proportion would very probably have taken a higher place in the contest this year.

The Prize Specimens

We have only four specimens left and we come, therefore, to the prize winners. The committee unanimously voted the specimen submitted by Miss Marie Mahaffy winner of first place. It is only a snap-shot by a small camera, and we fear that much of the beauty of the outlines will be lost in reproduction; but the specimen is one of the most beautifully executed pieces of writing we have had the pleasure of reviewing. The only real fault that we can find with it is the use of *s* for *some* in the phrase *some day*—a theory error, Miss Mahaffy, and you asked us not to tell you that you had made another one of these! It is perhaps excusable since *sometime* is regularly written *s-time*. Several points might be mentioned, as, for instance, the rather stiff appearance

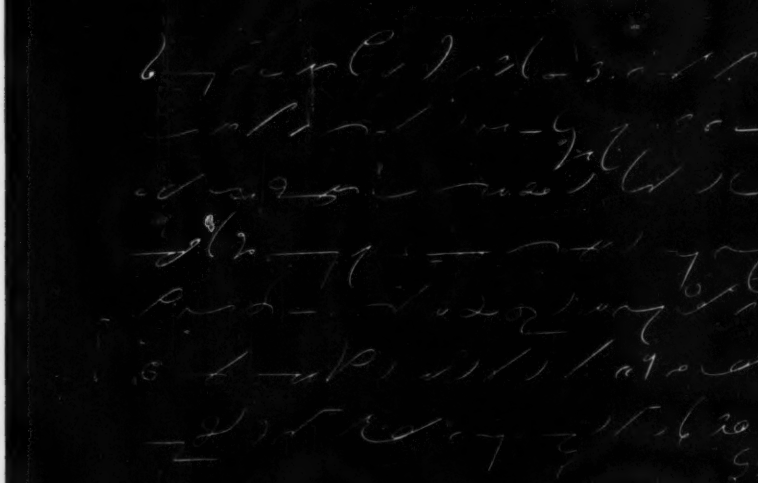
TEACHERS' BLACKBOARD CONTEST

CUP WINNER



SPECIMEN BY
MARIE MAHAFFY

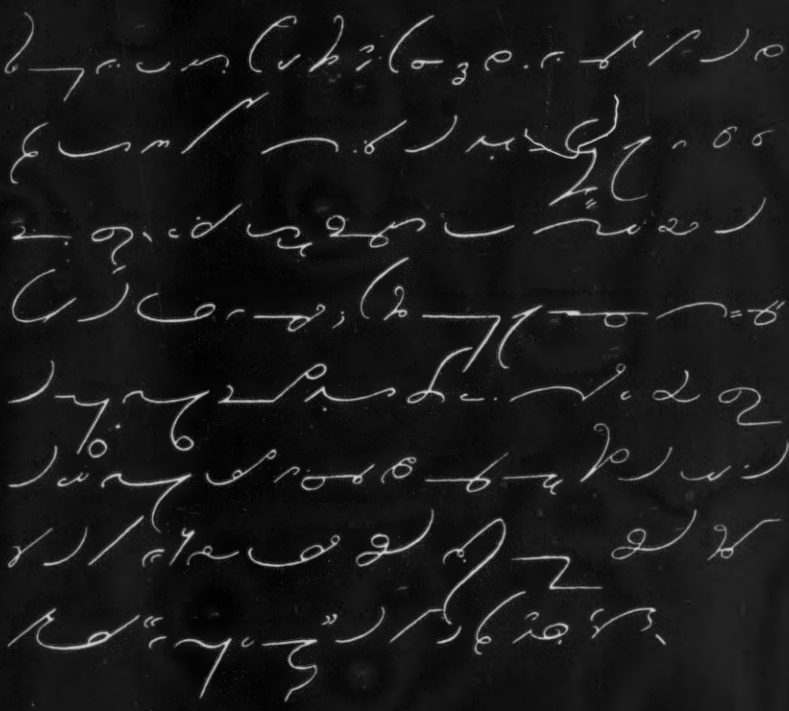
TIED FOR SECOND PRIZE



SPECIMEN BY W. RUDE

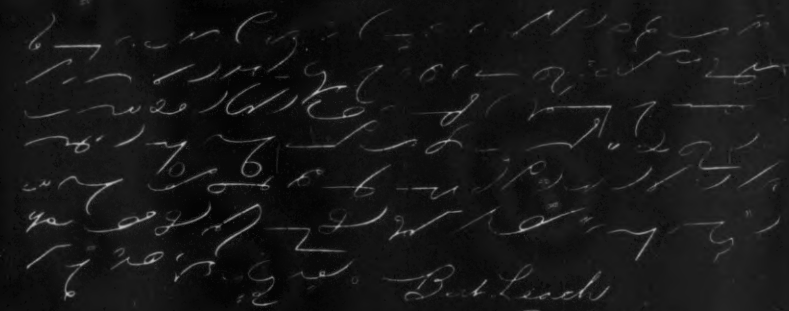
TEACHERS' BLACKBOARD CONTEST

TIED FOR SECOND PRIZE



SPECIMEN BY MARIE E. MARIK

THIRD PRIZE



SPECIMEN BY BERT LEACH

of *t* in *trust* and the slowness of *r* in *weary,* but these are minor and do not detract materially from the specimen. We hope that the sterling silver trophy which has been awarded to Miss Mahaffy for first place will give her as much pleasure as we have had in making the award.

Two Gold Medals Awarded

Two specimens presented themselves as of equal merit and a tie was declared for second place. Mr. W. Rude not only writes excellent shorthand, but he knows how to teach shorthand writing and his pupils can always be counted upon to distinguish themselves in this field. He trained one of the Honorable Mention writers in this contest, Miss Bernice Riden, of Pawhuska, Oklahoma. While the notes are fluently and artistically written, one or two points of criticism which came up may be helpful. *Accomplished* should be written without an angle and the circle in *and that* made smaller. *As* in *as a matter of course* is a little stiff, *th* in *they will be able* is not well joined, *r* in *trying* dips a little too much at the beginning, while *f* in *fair* does not curve enough at the beginning. *R* is correctly joined in the latter, however, and the rest of the specimen is indeed very good. The specimen submitted by Miss Marik appears on first sight to be stiff, but an examination of the copy commended it favorably to those who appreciate the elements of good shorthand penmanship. The outline for *fair* is the best that has been received in the contest. *J* in *manage* is a little long, and there is an angle between *d* and *v* in the phrase *they would have been;* but other outlines such as *as a matter of course, courage, some day,* etc., are skillfully done. Gold medals for the winners of second place will be awarded to both Miss Marik and Mr. Rude.

Perseverance Wins Silver Medal

That perseverance will win when coupled with intelligent practice was evidenced again this year when one of our contestants, Mr. Bert Leach, carried off the silver medal awarded for third place. Mr. Leach has been submitting good work in these contests for some time. The life and rhythm of the specimen that he submitted is irresistible, and even if one or two outlines did deport themselves rather badly, it won third place. *Displayed* is one of the outlines to which we refer. The improper slant of *p* is probably due to the difficulty of writing low on the blackboard, since the slant in *people* is uniform and good. The specimen was written with soft chalk which makes the lines rather thick, but the freedom and ease with which the specimen was executed counteract it. *Good-natured, energetic, they will be, ready, admit, fair* and *professor* are among the best. This specimen lacks the *finesse,* and the perfection of individual outlines of the other prize winners, but it is highly commendable for fluency, and its style is worthy of study.

We congratulate Mr. Leach and the other prize winners on work well done, and hope that their success will be an incentive to those of you who planned to try this year but did not, and an encouragement to those of you who each year mark the improvement in your shorthand writing style through practice and study in the Blackboard Contest.

There were fifty-three Honorable Mentions awarded in the contest this year. Special prizes were awarded also to those whose specimens came close to the top but who did not take one of the three prizes. Proficiency certificates were awarded to all of these teachers.

The contest spirit is growing as the work goes on, and we hope that next year will find even a greater number interested in the better shorthand writing movement.

Winners of Honorable Mention and Proficiency Certificates

L. A. Fawks, Central Business College, Kansas City, Missouri
Annie O. Floodstrand, Sharon High School, Sharon, Massachusetts
Jane M. Gordon, Liberty Memorial High School, Lawrence, Kansas
Gertrude A. Ebel, South St. Paul High School, South St. Paul, Minnesota
Mabel C. Morton, Universal Institute, Fort Wayne, Indiana
Elizabeth M. Hogg, Salem High School, Salem, Oregon
Mrs. A. W. Johnston, Stapleton Bldg., A. W. Johnston School of Business, Billings, Montana
Lizzie Seegar, Cedar Creek Academy, Greeneville, Tennessee
Arlie Sutherland, Snoqualmie, Washington
Edith D. White, New Prague High School, New Prague, Minnesota
Sister M. Antonia, St. Joseph's School, Union City, New Jersey
Madge B. Humphries, Wood's Business School, Brooklyn, New York
Elsie M. Kain, Winters Joint Union High School, Winters, California
Sister M. Clarinda, St. Agnes' High School, Los Angeles, California
Edith S. Damon, Northampton Commercial College, Northampton, Massachusetts
Jose Castro, Castro's Institute of Porto Rico, Inc., Santurce, Porto Rico
D. A. Wisener, Oklahoma City, Oklahoma
Lillian B. Sweet, Geneva High School, Geneva, Illinois
Virginia Lombard, Colfax High School, Colfax, Washington
Sister M. Gregoriana, Sacred Heart High School, Gallup, New Mexico
Edith A. Schrub, High School, New Holstein, Wisconsin
Martha M. Dodge, Ashland High School, Ashland, Wisconsin
Edna M. Westfall, West Virginia Business College, Clarksburg, West Virginia

(Continued on page 316)

CONVENTIONS

Meeting of the American Vocational Association

Los Angeles, California

December 17, 19, 20, 1927

Report by Frances Effinger Raymond

THE diversity and quality of the membership of the American Vocational Association are enough to make its conventions worth the attention of teachers, and men and women from industry and business. Practically every state in the Union was represented, as well as the Dominion of Canada, Mexico, Hawaii, and Australia, at the convention held in Los Angeles, December 17, 19, 20, 1927.

Delegates Heartily Welcomed to California

Governor Young (a former high school teacher of English) stated in his greetings: "California is always glad to welcome within her borders all those who assemble here in convention from other parts of the Union. Particularly is this true when the convention is desired to serve, not as a mere pleasure excursion, but as a serious effort to improve the conditions under which our present civilization functions. The gathering of educators and others interested in the development of human efficiency should always be productive of that thought which leads to a higher plane of living. Especially should this be true with those educators and friends of education who are particularly interested in the vocational fields."

State Superintendent of Public Instruction Cooper told the delegates that "California educators are very happy to welcome members of the American Vocational Association to the state. We recognize in you a group of teachers earnestly endeavoring to bring to secondary education a new point of view."

The beloved Dean of Public School Education in California, Superintendent Susan M. Dorsey, of Los Angeles, was unofficial hostess of the convention. "The work to which the Association is committed," said Mrs. Dorsey, "glows with interest, since not a day passes that does not bring some new invention, some new process or technique, that requires more learning and more teaching, and that gives an impetus to added study and research for the next, advanced step."

Excerpts from Some of the Addresses

Our notebook carries these excerpts:

J. C. Wright: "One of the important functions of vocational education in a free democracy like ours is to combat and counteract the growing tendency, even in this country, toward aristocracy in education and aristocracy in work, and to provide equality of opportunity without regard to social standing, family environment, or the possession of earthly riches."

Superintendent Dorsey: "'In the sweat of thy face shalt thou eat bread', should be interpreted not as a curse but as the enunciation of a fundamental economic principle, that through production human life shall find its means of sustenance. The history of mankind is a succession of illustrations of the necessity of production to the prosperity of communities."

Miss Baylor: "The part-time school, as distinguished from the full-time school, is designed to supply education to those whose time is so occupied that only a limited amount may be set aside for this purpose.

"It thus becomes an important function of any part-time school teacher to utilize the limited time at her disposal to the very best advantage of the students. With this point of view, cut down and made over full-time courses of study will never be acceptable for instruction in part-time schools. The needs of the pupils must be appraised and the corresponding educational provender provided."

Charles R. Allen: "The problem of teacher training is to secure individuals who can do two things: (1) The things which they are paid to teach others to do, and (2) assist

such individuals to acquire mastery of the job in the easiest and most efficient way. It appears to me that the fundamental struggle in the field of teacher training is between those who believe that an individual can not successfully teach any one else to do anything that he can not do himself, and the group who appear to believe that an individual armed with the proper possession of training and teaching technique can teach anything without regard to his own ability and experience in that line. One of the difficulties in the training of teachers has unquestionably been that in many cases those charged with the responsibility of training vocational teachers have not themselves served in the ranks. It is rather difficult to see how an individual who has never taught in a vocational school, who does not know the characteristics of the group and the conditions under which the work is carried on, can efficiently train some one else to do that sort of work.

"One situation which is becoming serious if it is allowed to go unchecked is the tendency in certain parts of the country to place academic standing above occupational ability in the case of vocational teachers. In a number of cases promotions and salary increases are actually barred to thoroughly competent vocational teachers if they do not succeed in securing certain academic degrees. This is a case of rank injustice which should be remedied.

"If we are drifting into a situation where the possession of a master's or a doctor's degree rather than occupational mastery is to be the determining factor with regard to promotion and pay or for employment, it does not take the seventh son of the seventh son to predict where our program of vocational education is going to land."

A. H. Hughey: "If a superintendent is conscientious in his survey, he must see a great gap in the service his schools render. He must see thousands of boys and girls leaving school too young, either because actually they must at once earn a living or they must prepare by experience in employment for earning a living. His schools are aloof from the 'making a living' problem, which is the greatest problem facing the average boy and girl. The traditions of 'teaching school' and the background of his teaching force are too academic and too unpractical to connect up the human material in his charge with the lines of human employment in his city. The schools excuse themselves as giving a 'general' preparation for life. And yet it is generally admitted that the function of public schools is much more than the teaching of English, arithmetic, history, languages, science, etc., more than college preparation, more also than giving a superficial view of such various arts as music, drawing, manual craftsmanship, home economics, etc. We assume some responsibility for health, for morals and ethics, for civic and social training, and we provide from state school funds for preparing young men and women specifically for such professions as law, medicine, engineering, dentistry, teaching, etc. But when it comes to the skilled trades, we take a diligent abstract attitude and toy with the problem. To tackle trade training fearlessly and thoroughly means to work with boys and girls as human beings and with employers as the users of the acquired skill of our product in these boys and girls.

"Our schools seem to take a gingerly theoretical, abstract or academic attitude toward this task. For this reason trade schools, vocational schools, or work schools, as they are variously called, must be separated distinctly and severely from our present academic schools and trade teachers must be made to connect up closely with employers and avenues for employment in the city. The real test of a teacher of a vocation is whether his product can find and hold a job. If his boys and girls can thus make good in earning a living the teacher is glorified, if not, he is rubbish. Let him get out of vocational education and, if he has the culture and scholarship, go into academic education where standards are less severe and more vague and his ineffectiveness has a better chance to be forgiven. Vocational education is a field in itself and not an appendage of a system of academic education."

Prominent Figures Present

Outstanding and upstanding delegates and speakers: Hon. Augustin Figon, general director of Technical Education for the Province of Quebec; Hon. J. C. Wright, director of the Federal Board for Vocational Education; Mr. C. V. Williams, professor of Vocational Education, Kansas State Agricultural College; Hon. Miguel Bernard, chief of the Department of Technical Instruction in Mexico; Earl Barnhart, chief, Commercial Education Service, Federal Board for Vocational Education; Misses Anna L. Burdick and Adelaide S. Baylor, Federal Board of Education; Miss Mae Cleo Murtland, University of Michigan; Dr. Edwin A. Lee, president of the American Vocational Association, University of California; R. L. Cooley, director of Vocational Education at Milwaukee; C. A. Prosser, Dunwoody Institute, Minneapolis; Hon. A. W. Crawford, director of Technical Education for Canada; Charles R. Allen, educational consultant, Federal Board for Vocational Education; Vierling Kersey and Arthur Gould, assistant superintendents in the Los Angeles city school system; S. E. Fleming, assistant superintendent of Seattle schools.

Election and Recommendations

Mr. Cooley was unanimously elected president of the American Vocational Association for 1928.

Among the important recommendations made to the new president and House of Delegates was the following:

An appeal to the individual states for the appointment of directors of Commercial Education in all cities of 100,000 or more, or even of less population where conditions were suitable. Proper commercial education has become a paramount problem in all of the greater cities, and better organization and more systematized study are considered essential.

A suggestion that the A. V. A. organization ask for the coöperation of the National Association of Office Managers in the creation of standard commercial terminology.

The New York City G. S. T. A. Meeting

February 18, 1928

Report by A. Alan Bowle

TRANSCRIPTION is the most vital problem before the teachers of shorthand and typewriting not only in this country but wherever these subjects are taught. Neither shorthand nor typewriting alone will make an efficient stenographer, and it was with this realization that the New York City Gregg Shorthand Teachers' Association determined to devote a meeting to the discussion of this problem.

What These Errors Mean to the Business Man Who Employs Our Graduates

Mr. Matthew A. Moosbrugger, of the National City Bank, New York City, who was the first Gregg shorthand writer to obtain an appointment as official court reporter in the New York City courts, and who has been teacher, stenographer, and shorthand reporter, and has trained the stenographic help of the bank with which he is employed, gave a straight-from-the-shoulder talk on the different phases of transcription problems as he has met them.

A Study of Transcription Errors, Their Causes and Their Elimination

Mr. T. W. Donoho, vice-president of the Strayer's Schools, Baltimore and Washington, considers that the young men and women who are planning to enter business must be made to realize that the habits formed in the classroom are those they carry over into the business office. They should not be allowed to think that it is all right for them to hand in transcriptions containing errors while in school and then expect to do perfect work when they are in the business man's office.

In the office training work he has found the following causes of errors in transcription: Insufficient knowledge of the rules; poor spelling; lack of common sense; failure to read over the transcripts after they had been typed; ability lacking to make an intelligent substitution; incorrect reading of shorthand notes; lack of ability and training to transcribe notes promptly and accurately without any waste of time in rereading; weakness in the knowledge of grammatical construction; and not enough speed in typing.

Some remedies for the correction and elimination of these errors given by the speaker we summarize as follows:

1. Individual analysis sheets showing common errors and those needing special attention.
2. Coördination and coöperation with Spelling, English, and Punctuation Department, so that letters may be studied with regard to difficulties inherent in these phases of a stenographer's job.
3. Sufficient transcription work should be given every day.
4. Discuss errors in class.
5. Vary the dictation so that different lines of business may be learned.
6. Insure sufficient typing skill so that the student can concentrate on the transcription.
7. Challenge the student to intelligent effort.

The Problem of Errors in Transcription and How to Correct Them

The high school point of view was outlined by Mr. John V. Walsh, chairman of the Shorthand and Typewriting Department of Morris High School, New York City. Mr. Walsh described the problem and its nature and what the pupil thinks about it. He then gave a definition of the problem, with specific cases, classifying the difficulties, showing the points of similarity between reading and transcription, and covering in considerable detail typical errors, suggesting means for eliminating them. A fuller report of his research will appear in an early issue of this magazine.

Discussion was led by Mr. Benjamin From-

berg, chairman of the Stenography and Typewriting Department of James Monroe High School, New York.

The Question Box, which always produces lively discussion, was handled by Miss Martha A. Baldwin, White Plains High School, White Plains, New York, and brought forth answers by Mr. John Robert Gregg, Mr. Mark I. Markett, Mr. Harold H. Smith, and others.

President T. G. O'Brien, Drake Business Schools, New York, called attention to the "N. G. A. News," published by the National Gregg Association of Great Britain, a teachers' and writers' organization, and pointed out the advantages of membership. He suggested that the fifty cents asked for "membership and a copy of the annual report" would certainly be worth while, and stated that he was sending along his membership fee to the secretary right away!

Oklahoma Educational Association, Commercial Section

Oklahoma City, February 10, 1928

Report by L. C. Rusmisel

THE Oklahoma commercial teachers were well represented at their annual section meeting held at Oklahoma City, February 10. Some two hundred teachers gathered at Hill's Business College early Friday morning in order to observe the classroom work of its five hundred students and to assist the college in celebrating its twenty-first anniversary.

Expert Demonstrations

The more formal portion of the afternoon program was preceded by expert demonstrations—both class and individual—in shorthand, typewriting, bookkeeping, rapid calculation, and penmanship.

Addresses of Welcome and Response

Following the demonstrations, Mr. John M. Hill, president of Hill's Business College, warmly welcomed the visiting teachers and reviewed the growth of commercial education in the Middle West during the twenty-one years teaching which he had just completed.

Mr. C. Guy Brown, president of the Section, fittingly replied to the welcome and paid tribute to the long and valued services rendered commercial education by Mr. Hill. He then introduced the first speaker of the afternoon, Mr. C. W. Briles, state director of vocational education for Oklahoma.

Relation of Commercial Education to Vocational Education

Mr. Briles outlined briefly the basic content of all the vocational courses: trade and industrial, home economics, and commercial. He complimented the private schools, high schools, and colleges on the high type of commercial education they have been offering. Because of this, he declared, federal aid has not been forthcoming as it has in the other vocational branches. He predicted that, in addition to the valuable services now being rendered commercial education by the Federal Board for Vocational Education, the Government will also subsidize it as it has agriculture, home economics, and trade courses.

How to Create Enthusiasm

Mr. F. B. Koock, of Hill's Business College, believes that commercial teachers could with great benefit to their teaching study how to create and maintain an enthusiastic attitude on the part of their pupils. Mr. Koock is a cartoonist of high ability, and his address, liberally illustrated, was inspiring and humorous.

Group Discussions

In the group discussions which followed, the bookkeeping teachers were led by Mrs. K. E. Driskel, Weatherford High School. Miss Vera B. Belisle, of the Guthrie High School, was chairman of the shorthand and typewriting group. The discussion was in the form of personal experience giving and, as is invariably the case, the combined experiences were found far richer in successful methods than the individual experience.

Officers for 1928

In the business meeting which concluded the program, the following officers were elected: *Chairman,* Mr. K. B. Cornell, Southwestern State Teachers College, Weatherford; *Vice-Chairman,* Miss Berniece Bates, Ardmore High School; *Secretary,* Mrs. K. E. Driskel, Weatherford High School.

National Commercial Teachers' Federation Convention

Private Schools Department

Report by W. D. Wigent

NEW 1928 OFFICERS

PRESIDENT: S. J. Shook, Topeka Business College, Topeka, Kansas

VICE-PRESIDENT: Miss Cunningham, Huntington, West Virginia

SECRETARY: Anne Durbin, Brown's Business College, Decatur, Illinois

MR. PAUL MOSER, Moser Shorthand College, Chicago presided. After defining the attitude which all commercial teachers should hold toward the improvement of our teaching program, the chairman introduced the first speaker, Miss Emma McCredie, Parker High School, Chicago, who spoke on The Direct Method of Teaching Shorthand.

Shorthand by the Direct Method

The approach to this subject was one of intense historical interest. Miss McCredie spoke of the progress made in the teaching of reading to children—how we have abandoned the "a-b-c route," now making direct contact with word pictures and sentence structure and meaningful procedure. The development in the teaching of the languages was also reviewed, as were the changes taking place in the teaching of arithmetic. These abandoned methods, or practically so, were characterized as the "crude-science type process" which limited the possibilities of teacher and learner. It was held that this readjustment of method is most pronounced in the subjects of the language arts type. Speaking directly on shorthand, Miss McCredie (a teacher of the Munson System of Shorthand) said:

Of all the subjects belonging to the language-arts type, shorthand is the one above all others in which the setting up of any inhibition of the reading or writing response is most disastrous to the efforts of the teacher and the success of the pupils. In no other language-art is the success of the pupil's learning so dependent upon instantaneous reflex response as it is in shorthand. For the shorthand learner there can be no selection of his or her own rate of response, no paraphrasing of the thought to obviate a difficulty in expressing a symbol as may be done in foreign language.

When, to the difficult demands made upon the writer of shorthand is added the limited time the learner is given to prepare to meet them, it is imperative that the method be used to teach it which most nearly fits its own conditions of learning and sets up fewest inhibitions in the learner. The natural method of learning how to express thought in shorthand symbol, is, obviously, to learn first how thought is expressed in that symbol by those who know shorthand.

Therefore, the natural method of learning shorthand, the method which gives the learner the greatest sense of accomplishment from the start and presents fewest difficulties at the start, is the reading method, more often called the Direct Method.

How the Direct Method operates was then given specific attention. The Direct Method, in Miss McCredie's opinion, "abandons practically all of the old assumptions about the learning of shorthand.

For example, it has always been assumed that rules are applied by the writer in formulating new words at high speed. At least, that seems to be the only justification for the stress laid upon the rules. The Direct Method accepts the statement of Mr. J. N. Kimball, veteran shorthand and typewriting expert, that "the best stenographer is the one with the largest picture gallery of shorthand outlines in her mind," and proceeds to stock the mind with a vocabulary of 10,000 known shorthand outlines. Why not, when it can be done in less time than to teach the rules by which they are written? The rule becomes plain to the learner, too, as soon as he or she knows the word.

Another old assumption is that the speed of writing shorthand is largely a product of training in manual dexterity. The Direct Method assumes that speed of writing is largely a product of mental recall of outlines, almost entirely so, even for the person of slower motor response. In other words, the slowest person can attain 100 words a minute without taxing his or her motor mechanism provided the necessary mental recall is established.

A third wrong assumption abandoned in the Direct Method is that reading and writing are consciously letter-to-letter processes and that vowels and shading are essential to the reading of shorthand. The Direct Method has demonstrated that these are merely expedients that may be used in extraordinary situations, chiefly in the expression of proper names, or the writing of words out of context."

At this juncture the audience was informed as to what may be expected of writers trained by the Direct Method.

First, the rate of reading the writer's shorthand notes will be more than doubled. It has not yet been demonstrated that students can be trained to read

new shorthand at a rate equal to their ability to read the same thought from longhand. There is doubt whether this can be brought about in four semesters of high school training. There is no doubt that it can and should be done in the more intensive professional training of private schools.

Second, the increase in reading rate is reflected in a noticeable acceleration of the transcription rate which Direct Method learners exhibit. While it is difficult to measure all of the elements which may enter into transcription to retard the rate, observation of the increase in silent reading rate as an important factor in improved transcription justifies the belief that Direct Method training tends to produce a transcription rate equal to two-thirds or more of the transcriber's speed in typewriting from printed copy.

Third, a dictation rate of 100 words a minute is attainable by the slowest writer in any class. Direct Method students are attaining rates from 70 to 140 words a minute before the emphasis on increase of speed is begun as a class exercise in the last five weeks of a four-semester course. Up to that time the emphasis is primarily on correctness of outline. Direct Method teachers should exact a 100-word dictation speed from the slow student, 125 from the average student, and 150 from the apt writer.

The predominant note in the address was the importance of reading shorthand. "This, it is to be remembered, is not merely a student performance," continued Miss McCredie. "It calls for a new teaching technique. Skill in the teaching of reading is the prime factor in the Direct Method. The teacher's first task is to develop a right attitude toward the reading of shorthand. The second is to develop right reading habits. If she can hand Dickens' 'Christmas Carol' to her fourth-semester class the day before Christmas and see eager interest spur their sight reading of the story to the end, she has succeeded in both tasks."

Leadership and Coöperation

In the second session the audience listened intently to an address by the Hon. H. D. Sparks, member of the Illinois legislature and president of the Sparks Business College, Shelbyville, Illinois. This address was an appeal to leadership in carrying out the primary purpose for which the private school was formed. Just as these schools were leaders when the need for commercial education was conceived, they are still in the place of leadership because of their definite contacts with business. Mr. Sparks also believes that private commercial schools should champion the cause of the high schools, coöperating with them in every possible way. Attendance in a private school on the part of the high school graduate was regarded the next logical step, irrespective of whether the student is preparing for business or college. If this view be carried out, the private school fulfils its original mission, at the same time pursuing a course in usefulness which commands the coöperation of all schools alike.

Mr. Sparks is a firm advocate of unity.

Public Schools Department

B. B. Beal, High School, Hibbing, Minnesota, President

Report by L. C. Rusmisel

NEW 1928 OFFICERS

PRESIDENT: Lloyd L. Jones, Assistant Commissioner, Board of Education, Cleveland, Ohio
VICE-PRESIDENT: E. O. Zelliot, Roosevelt High School, Des Moines, Iowa
SECRETARY: Elizabeth Smellage, Brown High School, Dallas, Texas

DEPARTMENT President Beal had prepared for the Public Schools Department a choice program, in which generalization was eliminated, giving way to the presentation and discussion from the floor of concrete problems of immediate importance to public school educators.

How Commercial Education Vitally Concerns American Education

The educational possibilities of commercial education and a complete understanding and appreciation of these possibilities was the theme of the first talk. Dr. Paul S. Lomax, associate professor of commercial education, New York University, was the speaker, and in his forceful style he gave a broad vision of the future of commercial education.

"Business activities," he declared, "are an important part of the daily experiences of all individuals, both youth and adults. Such activities have much to do with successful life in the home, school, church, government, and general affairs of the community, as well as in commerce and industry. About business activities gravitates the whole organized life of society. In this economic world of ours

these activities condition social advancement everywhere, even as they do today in the rehabilitation of Europe.

If business activities are part and parcel of all organized group life, both within and without the school, it would seem that commercial education of a right kind should be included in any well-balanced program of education that truly equips American boys and girls to participate successfully, now as youth and later as adults, in that organized group life.

It is interesting to observe that so far as a philosophy of American secondary education is concerned, all our outstanding educational leaders appear to agree that among the major educational objectives that of occupational efficiency should be included. It seems obvious enough that every American high school student, as he lives his experiences in this economic world, should be occupationally efficient in order that through his work he may establish himself as a good citizen, a worthy homebuilder, a wise user of leisure time, and so on, in terms of the well-known cardinal objectives.

One of our most important problems of today in American education is to realize in actual school practice the accepted theory of occupational efficiency as one of the major outcomes of secondary education. This means that those responsible for the organization and administration of commercial education should deal with it as an integral and necessary part of the whole field of secondary education. Commercial teachers should seek to understand and practice the functional part of commercial education in a complete scheme of education, even as business men and women should seek to understand and practice the functional part of business in the complete social life of mankind. It is then, and not until then, that we shall begin to realize in a large measure the educational possibilities of commercial education."

Objective Measures of Accomplishment

Mr. Lloyd L. Jones, assistant commissioner of the Board of Education, Cleveland, Ohio, discussed the growing interest in the movement to substitute the new type of objective tests for the old examination type. In his opinion "commercial teachers have always been compelled to score pupil achievement fairly accurately. If they did not, the school product was scored by the employer soon after the pupils left school. It has never taken the business world long to recognize the teachers and the schools from which it could get well-trained employees. However, business is changing rapidly and the alert commercial teachers are striving to do better work and are inquiring into the adequacy of old methods. On the matter of tests they seem to be divided into three groups:

1. Those interested only in continuing to give the older essay type of examination.
2. Those interested in developing their own informal new-type examination.
3. Those interested in developing standard tests or absolute measures of accomplishment."

The new type of examination should be so constructed that there can be only correct answers and no disagreement in scoring, Mr. Jones believes. Some of the new tests include (1) true-false, (2) multiple choice, (3) matching, (4) completion, (5) analogies or mixed-relations, (6) classification, and (7) similarities tests.

"The new-type tests, both standardized achievement tests and the home-made informal tests, are coming into use more and more in the commercial subjects, and as their use becomes more general, the claims in their favor can be more accurately proved. The alert commercial teacher must get more knowledge of the construction and administration of these tests in order to give them a fair trial."

Concerning the old-time examination, Mr. Jones had this to say: "Undoubtedly traditional examination will continue to hold its valuable place. And the new-type examination may be very helpful to a teacher even though it can never be raised to the status of a standard test. My thesis is that a test is valuable when prejudice or subjective elements of grading have been eliminated. If definite weaknesses have been discovered by the use of certain tests, or if a graph or chart of scores shows very uneven distribution, then something should be done to correct such matters or else the test has very little educational value."

In the general discussion which followed Mr. Jones' paper, Mr. Paul A. Carlson, State Teachers College, Whitewater, Wisconsin, brought out that the greatest argument for standard tests is that they make for economy in both the teachers' and the pupils' time. They aid in vocational guidance. While in the past they have been largely experimental, they are now more dependable, having been improved through general use.

Objective Measurements in Shorthand

Miss Maud E. Searl, East High School, Des Moines, Iowa, made a very definite application of the objective measures of accomplishment in the teaching of shorthand. "The first objective to accomplish," she finds, "is to ascertain the purpose of the pupil in studying shorthand. Let the teacher be well prepared to point out the road that must be traveled from the first semester to the last.

There are the many diagnostic tests that test a pupil's fitness for shorthand, but Miss Searl cautioned her hearers that "wholesale testing is not a panacea for all ailments, and unless placed in the hands of a broad and well-balanced examiner, more harm than good will result."

"And now the shorthand lessons, what are they to be?" she asked. Her experience has shown that the daily lesson may be made interesting and effective by the dictation of connected matter from the first day, by frequent blackboard drills, and by tests prepared in cycles. She believes in continued use of graded readers and shorthand magazines, and also the

reading of easy short stories written in shorthand. She has found of special value in vocabulary building the dictation of sentences and articles based on the Horn list of the most common words in the English language.

Regarding remedial teaching, Miss Searl most opportunely remarked, "A doctor in treating a patient doesn't manufacture his medicine on the spot; he has it already made. Medical science knows enough about common physiological disturbances so that it is prepared for the breakdown beforehand. Teachers, too, know enough about many of the ailments of shorthand to prepare remedial units, apply them, and avoid the breakdown. Leisurely manufactured methods are more likely to be of better quality than those made up over night under the pressure of emergency."

Tests in Typewriting

Following a discussion of Miss Searl's paper, the subject of tests in typewriting was presented by Miss Minnie A. Vavra, Cleveland High School, St. Louis, Missouri. Miss Vavra explained the three distinct kinds of tests which may be used by teachers of typewriting: the prognostic, the diagnostic, and objective measures of accomplishment in typewriting.

In discussing the diagnostic type of test, she called the teachers' attention to the chapter on the need and place of measurement in "Learning to Typewrite" by Dr. W. F. Book, in which he says: "Learners seem to progress in direct proportion as we are able to interest them in their own improvement. This can only be done when we use reliable methods of measuring the progress they are making."

"In the third class," Miss Vavra continued, "are the objective measures of accomplishment. These show the results of our teaching. At the same time they represent the center of interest for the employer, who uses them as a basis for selecting his typists and stenographers. The best-known of these tests is the so-called speed test. . . . The widespread use of this type of test is undoubtedly one of the chief causes of the wonderful advance made in typewriting records. For example, in 1927, the record of a school boy with but fifteen months of training surpassed that of the World Champion of 1912."

Miss Vavra, in closing her paper, reminded her audience that the entire question of tests in typewriting is closely linked with successful teaching and progress in the one will bring improvement in the other.

Office Practice

Professor Frederick G. Nichols, Harvard University, had been invited to address the department on the subject, "A New Conception of Office Practice," but was unable to be present. Mr. Clay D. Slinker, director of commercial work, Des Moines, Iowa, presented for discussion by the group seventeen statements which Professor Nichols had drawn up, based upon the survey he had made of office practice.

In these statements Professor Nichols emphasized the need of a closer and more intelligent coöperation between educators and business men; also the need for city and state directors of commercial education. It is his opinion that job names, clerical duties, and commercial subject names need standardization. Clerical or office practice courses, he finds, are hopelessly inadequate and infrequent.

Discussions

The general discussion which followed the reading of Professor Nichols' seventeen statements by Mr. Slinker was participated in by representatives from several business organizations as well as by many of the teachers present.

It was brought out by Mrs. Dollie D. Burgess, Lincoln High School, Council Bluffs, Iowa, that the greatest need at present is a job outline so that the office practice teachers may know just what should be the content of such a course. Mrs. Burgess emphasized that business houses should supply this outline in each city in order that it would be particularly adapted to the needs of the locality.

The teachers were assured by Mr. I. O. Royce, of the National Association of Office Managers, St. Louis, Missouri, that a job terminology was being worked out by his association so that it may be available in making universal teaching outlines. Mr. Royce took a pot shot at the "I. Q." upon which many schools depend in their classification and vocational guidance work. In his opinion the I. Q. is not to be depended upon, and repeated tests in offices all over the country show that it has no relation to ability in a particular line. He stated further that up to the present time no way has been found to test the executive ability of anyone.

Mr. E. A. Zelliot, Roosevelt High School, Des Moines, Iowa, urged that those commercial students who are unable to master the subjects of shorthand and typewriting should be weeded out of these courses and given a course in office practice, for which they are better adapted.

Other able discussions of the office practice problems were given by Dr. Paul S. Lomax, of New York University; Miss Ruth Jacobson, of Manual Training High School, Kansas City, Missouri; Dr. E. G. Blackstone, University of Iowa; and Mr. J. O. Malott, U. S. Bureau of Education.

College Instructors' Round Table

Report by Catherine F. Nulty and M. C. Burch

NEW 1928 OFFICERS

CHAIRMAN: Catherine F. Nulty, University of Vermont, Burlington, Vermont

VICE-CHAIRMAN: Gertrude Beers, University of Nebraska, Lincoln, Nebraska

SECRETARY: Jane E. Clem, State Teachers College, Whitewater, Wisconsin

THE College Instructors' Round Table met on Thursday afternoon, December 29, with Mr. H. D. Proffitt, of the Penn School of Commerce, Oskaloosa, Iowa, presiding.

Are Problem Tests Desirable Measures?

The first speaker was Mr. Paul A. Carlson, of State Teachers' College, Whitewater, Wisconsin, who gave a scholarly address on the subject, Are Problem Tests Desirable Measures.

Mr. Carlson believes that they are not.

His philosophy is that testing should be done to find out what the situation of the student is before the study of a subject is even begun, to enable the teacher to deal with him intelligently and to encourage him, to motivate him in his study of the subject, to get him to work more intensively and to his maximum capacity, and to diagnose his errors for purposes of remedial instruction.

He believes that to attain these purposes in our daily program and still have time for instruction, discussion, and drill, we must use a form of test that covers a great deal of ground in a short period of time, one that measures impersonally, and one that gives results in a competitive way. The ideal daily test, therefore, is not the problem type of test, but the short-answer objective test (the "true-false" or "yes-no" type). He advocates this type of test for the following reasons:

1. Because the objective test covers a wide range of subject matter in a comparatively short time, it being possible to attain a speed of four to ten answers a minute, depending upon the type of test used.
2. Because the objective test affords an opportunity to measure only one thing at a time, whereas in the problem type factors such as arithmetic, penmanship, arrangement, etc., may enter into the grading.
3. Because the objective test economizes the student's time and thus gives more time for classroom discussion.
4. Because the objective test economizes the teacher's time. It does not have to be graded by an expert in the subject. The problem type of test, on the other hand, takes an excessive amount of time not only in giving, but also in correcting.
5. Because the objective test on account of its brevity gives an opportunity for frequent testing.
6. Because the objective test provides a means of motivation. Through frequent testing and the keeping of graphs of progress, the student knows whether or not he is improving.
7. Because the objective test provides an opportunity for quick and intelligent diagnosis, which can be immediately followed by remedial instruction.

Mr. Carlson emphasized that "the most important part of any test program is after the test has been given and scored. In my mind one of the greatest contributions which the objective test program is making is the emphasis which is placed upon the question: After testing, what? We should test and measure in order to help and encourage and not to earmark each student. We should test to find in each individual qualities for praise rather than defects to censure."

Research and Commercial Education

Dr. F. E. Long, of Washington University, St. Louis, Missouri, in his talk on Research and Commercial Education made an appeal to the members of the College Round Table Group for their leadership in research and in the formulation of guiding principles for the solution of problems in the field of commercial education.

His thesis was that in comparison with the amount of research being done in the academic fields, very little research is being accomplished in the field of commercial education. To support his statement, he pointed out that in the 1926 bibliography of the Bureau of Education, out of a total of 829 research studies reported, only 9 related to commercial education, while in the 1927 bibliography only 2 studies out of a total of 287 were in the field of commercial education. What he deplored most of all was that even the studies that were reported as having been completed were not to be found in his college library, which is a government depository. His suggestion was that a committee of the College Instructors' Round Table should act as a clearing house of information to check up the studies that have been made and to see that all of these studies are made available to those engaged in the general field of education.

He presented to the Round Table nine questions for which he, as an educator in the general field of education, would like the formulation of guiding principles.

In concluding, Doctor Long said that while

he could get some excellent information by writing to a few of the leaders in the field, there did not seem to be available a set of guiding principles formulated by a group of leaders, such as can be found in the academic fields. His final suggestion was that the College Round Table Group should formulate through a committee a set of principles which could be presented and discussed at some later meeting and which could be continually revised in the light of further studies.

Do College Teachers of Commerce Need Professional Preparation?

That the College Instructors' Group of the National Commercial Teachers' Federation and the American Association of Collegiate Schools of Business should coöperate, was the plea of Dr. Paul S. Lomax, of New York University, in his discussion, Do College Teachers of Commerce Need Professional Preparation?

In line with the growing movement in collegiate circles to encourage all teachers to have some professional preparation, Professor Lomax believes that the teaching in our collegiate schools of business could be strengthened by having the teachers pursue certain professional courses.

First, they should have a course in educational sociology, so that they may determine whether the things they are teaching are really typical of working conditions.

Second, they need to be equipped with educational guidance, so as to determine whether or not they are wisely selecting the groups of students that they now have in college, and also so as to know how to guide them once they have selected the proper group.

Third, they should know something about educational psychology in order to know how to teach and how best to set up conditions of teaching, so that the emphasis may not be upon the mere subject matter, but upon the student and the student's use of the knowledge and skills that he is being taught.

Fourth, they should know how to measure scientifically the results of their teaching, so that they can diagnose students' errors and devise remedial instruction.

Lastly, they need to be skilled in educational research and to have an educational philosophy which will lead them to use the results of their research for the improvement of the business world.

The Technique of Teaching Commercial Subjects as College Courses

Miss Jane E. Clem, of the State Teachers' College, Whitewater, Wisconsin, in a paper entitled "The Technique of Teaching Commercial Subjects as College Courses," raised the question: Are not methods courses broad enough in scope to be of college grade?

She holds that a prospective commercial teacher cannot develop proper teaching technique by a few general courses in education plus courses in economics, salesmanship, advertising, etc., such as are offered by some of the universities. She believes that the technique of teaching the various commercial subjects is important and difficult enough so that expert teaching should be studied and practice teaching done if the teacher is to succeed from the beginning.

"No teacher," Miss Clem asserts, "is qualified to teach any subject, commercial or otherwise, until he has mastered the subject better than he expects any student of his to master it while under his instruction. A summer course cannot give such mastery. Special methods courses in the commercial subjects, offered in addition to the regular training in them, will give such mastery."

To prepare a commercial teacher adequately for his profession, he should be given a cultural background; courses in subject matter; an introductory course in education, in which he studies the general nature of the educative process, general methods, and the principles of classroom management; directed study of classroom technique in the observation of teachers in model training classes; a course in the general principles of commercial education; and then special methods courses in the subjects he is planning to teach, followed by practice teaching.

"This program cannot possibly be completed in six weeks or even in one year, but means four years of training."

Miss Clem feels that commercial methods courses are broad enough in scope to be of college grade and that the universities that are preparing commercial teachers should make them an integral part of their commercial teacher-training program.

Some Suggestions as to High School Bookkeeping

Professor Hiram T. Scovill, of the University of Illinois, in a paper entitled "Some Suggestions as to High School Bookkeeping Courses from the Standpoint of a University Instructor," emphasized the necessity of teaching pupils the "why" as well as the "how." As business is organized today, the pupil in his initial job employs the principles of arithmetic more than he does those of bookkeeping, and many a so-called bookkeeper is doing only clerical work. However, if that boy is to gain promotion in business he needs a knowledge of the fundamental principles of bookkeeping and accounting.

Professor Scovill contends that the bookkeeping pupil in high school and also the college student in beginning accounting should first be taught the fundamentals of bookkeeping without having his attention distracted by business papers. He would devote "one semester or even one year in high school to

the teaching of transaction analysis, the use of accounts and simple books of original entry, the taking of the trial balance, and the preparation of financial statements, without giving any detailed consideration to the preparation and use of checks, invoices, bills of lading, and deposit tickets.

"After a pupil has learned to make entries for the usual simple transactions, and to carry on the bookkeeping process through a fiscal period including the trial balance, balance sheet and profit and loss statement, he should then be taught how the practical operation of a bookkeeping system is dependent on written instructions passed from one department to another in a formal way on what are known as business papers."

As to the number and length of courses, Professor Scovill believes that two years of fundamentals are sufficient, including no specialized features, except possibly a "slight exposure to cost accounting."

He presented some very interesting data which had been gathered in an extensive survey of the high school bookkeeping situation, that had been conducted in 1923 by Professor H. H. Baily, of the University of Illinois.

Penmanship Round Table

John S. Griffith, Englewood Business College, Chicago, Chairman

Report by Perry Singer

NEW 1928 OFFICERS

CHAIRMAN: R. R. Reed, Ferris Institute, Big Rapids, Michigan

SECRETARY: M. E. Tennis, Illinois Business College, Chicago, Illinois

NOW and then we hear it said that penmanship—good penmanship—has receded somewhat from the position it originally held. All this is refuted—and properly so—in the *esprit de corps* of that group of instructors who make up the Penmanship Round Table of the National Commercial Teachers' Federation. Representing, as these instructors do, thousands of pupils in elementary and secondary schools, there was much of authoritative comment as to the place for good writing in the present era of curriculum making. This contention is supported by the fact that a reemphasis of the three R's in the public schools is always attended by marked interest and enthusiasm in which penmanship plays an important part. It is a form of expression which appeals to the artistic nature—an influence having a direct bearing upon the work in other subjects. It would be impossible to catalog all the choice ideas given in these sessions, hence the following tabloids.

Worthy Scientific Treatment

Penmanship is not a subject to be taught as a matter of course; it is worthy of scientific treatment.

When the teacher goes before his class, he should do so with enthusiasm, believing that he has something valuable to offer. The student should be convinced that penmanship is a study requiring execution, dictation, and self-correction.

Attention is an important asset. Lack of attention is akin to lack of purpose and therefore should receive remedial measures.

Vary your attack. Try dictation in your penmanship classes. How do pupils perform when confronted by practical application?

Tell them a story. Keep them wide awake.

Teachers should take penmanship seriously, insisting upon correct forms.

There are two directions in writing—clockwise and the reverse—which require special study. Drills should always be combined with purpose.

If the mind does not comprehend the exact formation of characters, how can the hand be expected to execute them properly?

The sculptor of superior accomplishments, the artist, the novelist, the landscape designer, can converse entertainingly on the minutest detail of their chosen work. Do your penmanship students have a similar appreciation of what they are studying?

According to psychology, habits are formed as a result of repeated acts. Can we get this over to our classes with sufficient attractiveness to insure continuity until perfection is reached?

Explaining his method of encouraging arm movement, Mr. Virgil Graham, High School, Winfield, Kansas, awards arm-movement certificates.

I have arranged the arm movement writers in rows. At the beginning of each grading period the arm movement writers try for seats in their rows, the best writer taking Number One, etc. The pupil in Number One serves as class secretary, checks the roll, reports absences, etc. This is just an incentive,

but it helps to secure results. Incentives, we find, determine choices, and if our classes choose the proper methods results are forthcoming.

The discussions were marked by unusual interest and devotion to the subject. Among those contributing to the success of the hour were Norman Tower, Barnes Commercial School, Denver; L. H. Heusam, Topeka; R. R. Reed, Ferris Institute, Big Rapids, Michigan; John S. Griffith, J. F. Fish, M. E. Tennis, and Charles A. Faust, Chicago.

Mr. Reed gave a practical discussion of Some Penmanship Problems of the Commercial School. He brought out the interesting fact that despite the phenomenal growth of labor-saving devices, the manufacturers of steel pens, fountain pens, and pencils are still doing business at the same old stands and with a continually increasing volume of business. And the business office today is a veritable beehive of pen and pencil pushers, from the office boy to the chief executive. The well-known expression "Apply in own handwriting" still appears at the close of many want ads. "This is further evidence that Mr. Businessman still attaches some importance to the ability to write well."

Among the problems he discussed were: creating a desire for a practical business handwriting style, keeping the student at worthwhile practice after he learns how to write correctly, and the problem of "unlearning," or abandoning wrong habits of writing and forming correct ones.

The most difficult problem, according to Mr. Reed, would be solved if all the articulating teachers would coöperate thoroughly with the penmanship teacher in demanding a high standard of writing from their students.

"Interesting Facts about the Field of Penmanship and Engrossing," was the title of the paper read by Mr. Tower.

Mr. Tower's experience has led him to the conclusion that "it is not lack of talent that is responsible for poor handwriting. The individual who becomes a penman is usually the penmanship student who studies and practices more, works harder, and keeps continually forging ahead until he attains a high degree of excellence."

Business Round Table

Report by Perry Singer

NEW 1928 OFFICERS

CHAIRMAN: C. D. Moore, Langley High School, Pittsburg, Pennsylvania

VICE-CHAIRMAN: Florence Wingert, East Side High School, Kansas City, Kansas

SECRETARY: Adelaide Hakes, Gregg School, Chicago, Illinois

MR. ARDEN L. ALLYN, Bliss College, Columbus, Ohio, officiating, the Business Round Table devoted first consideration to The Proper Correlation of Class and Individual Instruction. The subject was ably handled by Mr. C. A. Croft, principal of the Commercial Department of Wheeler Business College, Birmingham, Alabama. In his introduction Mr. Croft called attention to the individual differences in students. Some of these students respond to class instruction; others require individual prompting and patient direction.

"A knowledge of these differences," declared Mr. Croft, "their amounts, interrelations, and causes is very necessary for the planning of a school system or for the planning of the education of a particular child. The teacher who would do his work intelligently must think in terms of the individual differences of the pupils of his class group. He must learn to measure such differences scientifically so that each child may get the attention and care which will permit his progress with the utmost rapidity."

Mr. Croft made a strong plea on behalf of a system of individual instruction supplementing the group plan. The differences in individuals make this obligatory on the part of the educational system.

It is necessary at times for the teacher to cultivate the student in order to determine his problems in assimilating facts. Confidence established, the teacher can be a real help to him; he can teach the student to think straight, to observe keenly, to discriminate intelligently, to use his imagination profitably, to judge evidence correctly, and to concentrate on any work he may do. To reach this class of students we must get away from the class recitation which, all too often, is a place where the autocrat, called the teacher, calls upon his subjects, the pupils, to prove their right to receive his gracious favors.

Meeting the Demands of Business

Miss Helen Haynes, Emmerich Manual Training High School, Indianapolis, Indiana, presented a thoughtful treatment of The Cor-

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Scientific Dictation

By Charles Lee Swem

World's Shorthand Champion, 1923 and 1924

SHORTHAND dictation has for the most part been a haphazard thing. We have had good dictation books, books that covered a lot of ground, which gave practice on a wide variety of material, from the business letter to the dictated article. As soon as the student was finished with the Manual, or even before, we have picked up the dictation book that we liked best and started on a program, with the hope that among the myriad subjects that we have covered the student would somehow acquire a shorthand vocabulary that would permit him to write sufficiently fast to take 100 word-a-minute dictation, transcribe it with reasonable accuracy, and pass his graduation test. We have given him quantity dictation and trusted to luck that some of it would "stick." If a fair residue of it remained with him and gave him a working vocabulary on simple English, we have felt that our purpose was accomplished. No harm was done if the rest of it went to waste—no harm except the loss of time in taking him through this sifting process which, we have always figured, is unavoidable.

We have even seen this idea prevail in our texts—the idea of quantity exercises and quantity dictation. Our whole educational program has been built on the same premise—a sort of scattering of bird shot and a trusting to chance that some will take effect. While I presume to criticise this idea, let me say that it has been inevitable. In the absence of scientific knowledge and agreement on what is essential, we have been compelled to resort to quantity instruction, on the theory that in the process of refinement some gold will be separated from the dross.

But in the last few years we have witnessed a truly scientific trend in education. For the first time there has been a practical and scientific effort, first to isolate the very core of knowledge, and then to determine, if possible, the best means of incorporating it into an educational program. The vast amount of research and laboratory work of the past five years has done wonders to enlighten us on familiar and long-abused subjects. It has laid many old ghosts of hidebound tradition, but above all it has given us workable standards of measurement. We now have measuring scales, prognostic and diagnostic tests, and the I. Q. measurements—some of them purely experimental and therefore tentative, but they are at least scientific efforts toward the determination of the concrete, as opposed to guesswork.

90 Per Cent of English

From a shorthand viewpoint, the most noteworthy and at the same time the most practical and authentic effort in research has been the compilation of the thousand most-used words in English. Here has been a truly scientific effort to get at the heart of the vocabulary problem, which is equally the heart of the shorthand problem—to find the basic vocabulary that a student must possess in order to write at a reasonable degree of speed. Foremost among these lists are the studies by Harvard University, by Horn, and by Ayres. According to the studies made at Harvard, there is a minimum vocabulary of 1127 root words—constituting 87 per cent of representative English. Horn and Ayres in their thousand-word lists give 323 additional words not found in the Harvard root list. The scientific studies at these three sources therefore give a total of 1450 words as constituting the basic vocabulary of the English language, a vocabulary that will comprise perhaps above 90 per cent of representative English.

Here by scientific research are the words that go to the root of shorthand study. They are, if you please, the scales of shorthand—words that must be made as automatic in shorthand as the scales in music. With this material available, it is possible to eliminate much of the waste time and effort that have usually characterized our dictation programs. A thorough knowledge of these basic words will, theoretically—and I believe actually—give the shorthand student a vocabulary constituting 90 per cent of all the words that he will ever get in dictation. On most simple subjects such as he will meet in the business office it will comprise probably nearer 100 per cent of the vocabulary which he will need, but for an average, ordinary subject, these 1450 words make up at least 90 per cent of the words in actual use—the basic vocabulary of English.

The Other 10 Per Cent

There is still, however, a theoretical 10 per cent that must not be overlooked. The trouble with the 10 per cent is that it cannot

be reduced to a specific vocabulary to be practiced like the 90 per cent. Nobody can make a reasonable guess as to what words will be included in it in each case—it depends entirely upon the nature of the matter. It cannot be learned with the same thoroughness as can the 90 per cent, since the words which make it up do not occur often enough to keep them automatically impressed on the memory. There are too many of them and the degree of their occurrence is wholly problematical. The only way to learn the 10 per cent is to practice on a variety of *new* material, taking the new words as they come and letting the varying frequency of their occurrence dictate the degree to which they are learned. Words which are occurring in every kind of material with more than occasional regularity will soon make themselves a habit and can be added to the 90 per cent list. Others, occurring less regularly, will be part-time habits, but sufficient for the occasion. Some, coming only spasmodically or at great intervals of time, will never become a matter of habit and must always be written as new words each time they arrive. This practice of necessity comes after the basic words are learned; since only then is the writing mind relieved of all conscious thought in forming the common words and can thus give its whole attention to the handling of the "new word" problem. A mind burdened with both problems at the same time will succeed in solving neither.

Repetition the Basis of Skill

The problem of this 10 per cent vocabulary is a comparatively simple one and will be solved quite automatically after the more basic vocabulary is thoroughly taken care of. It is always the 90 per cent upon which attention should be concentrated. The question is chiefly one of procedure. How shall the teacher make use of the scientific material that we now have available? There is only one way to acquire any of the technical skills, and that is by repetition. In the learning of shorthand, or in the building of a shorthand vocabulary, there is no substitute for repetition work. Only by constant repetition have we learned these same words in speech; and only in the same manner can we learn to write them with the same ease in shorthand. There is no other way of doing it—psychology and practice conclusively proclaim it.

For years the writer in all his speed practice has consistently followed a simple repetitive method in order both to perfect and to enlarge his basic shorthand vocabulary. He has kept an ever-growing list of the high-frequency words and expedients that he found occurring in the matter on which he practiced. Then, when he had perhaps fifty of these words together, he would incorporate them into an exercise and have that exercise dictated to him over and over again, until he could write each word in it absolutely automatically—accomplishing in a few days by this intensive repetition work what would ordinarily take weeks and months by quantity dictation. Eventually he had at his service a series of exercises containing all the high-frequency words and expedients occurring in the type of matter on which he practiced so that, first by intensive practice on these exercises and then later by occasionally writing them, he made such a habit of these essential words that, under whatever stress of speed, they would "spring" to his finger-tips without conscious thought or effort.

I am convinced that in this manner the essential vocabulary of shorthand can and should be taught to every student. We have the material at hand—1450 words constituting 90 per cent of English—all that is needed is to have them in some dictatable form, comprehensive and intensive enough to include them all naturally and without waste motion, and possessing sufficient interest to make them suitable for the grind of repetition. It was with this end in view that the writer set about constructing a series of intensive exercises, following out the results of his own laboratory experience. (These exercises are now published as "Intensive Exercises in Shorthand Vocabulary Building.")

Basic Dictation

In describing the use of these exercises, I necessarily describe what I believe to be the practical, scientific application of the research work that is now available to us. These exercises are solely for repetition work. They should be begun when dictation begins and continued throughout all subsequent dictation practice, even into the higher speed classes. Like the scales in music, this is basic material; as such it should be practiced, repracticed, and reviewed constantly.

The vocabularies preceding the exercises are to be assigned for practice and study. Some reading practice may be secured by preliminary reading of the exercise in shorthand. Thus with the student familiar with every word he will meet in the exercise, the teacher may commence dictation in class with the assurance that the student's whole attention will be concentrated on recalling and writing words which he already knows, with the highly necessary practice in coördination which goes with such practice. The exercise will be redictated as many times as necessary to bring the student to the point where he can write it fluently, accurately, and with reasonable speed.

(Continued on page 315)

EDITORIAL COMMENT

ON SUNDRY TOPICS

Cultivating Interpretive Power

MUCH thought is being given by teachers today to the problem of transcription—when it is to be begun and how. Undoubtedly, transcription is today one of the, if not *the* outstanding, practically unexplored field in the shorthand teaching world. Heretofore, much time has been devoted to teaching the technology of shorthand and typing and not as much has been done toward welding these two skills into smooth functioning processes. We have perhaps thought that, if the student acquires skill in these two arts, transcribing would be a matter of course. Unfortunately this is not so. We must go back farther than that to get a clear conception of what the problem is.

Some who have given much attention to the subject feel that the main difficulties in transcribing arise from the fact that students are unable to interpret dictation in terms of the written page. As a matter of fact, the average individual in high school or business school has done very little *accurate* writing, except the limited amount of theme work in school, in which more attention is given to thought and methods of expression than to its physical presentation on paper. In reading, attention is given to content or to the story or what not, and not much attention to the printed form. We hear and see in print perhaps a hundred words or more for the one word we write. When we read a page in a book, spelling, punctuation, grammatical construction are taken as a matter of course.

Unless we are students of English, we are interested chiefly in the thought or plot or theme, and the conventional details of writing are given scant attention. It is only when we write that these factors are forced upon our attention, and as writing forms a very small part of the average individual's activities in school or elsewhere, it is obvious that these factors are neglected.

It is questionable how much the secondary school student understands of what he reads. Dr. Book, of Indiana University, and other psychologists, have done some interesting and enlightening research work on this problem, and their findings are of immense value to the teacher of shorthand. We really do not know how much students grasp in reading. They may perhaps understand only 75 or 85 per cent. In conversation this discrepancy is not noticeable, but as soon as we begin to reduce to writing something that has been said, weaknesses in this respect are discovered at once, though evidently not appreciated by the pupil in school.

It is questionable whether or not what the teacher says to students in a class or what they hear in a lecture or discourse of any kind makes a very definite language form impression. The remarks are interpreted perhaps in a more or less accurate fashion as to context, but they are probably very nebulous. The reason is: We learn to speak English "by ear." Years before we have learned to gather the thoughts of others from the printed page we have learned to recognize them from the spoken word, vaguely at first, but with constantly increasing clarity as time goes on, up to a certain point. Our earliest recollections of intonations cover such various reactions as the comfort derived from the crooning of lullabies, the smart of an impatient scolding, or the pride from a merited commendation. But how much less distinctly do we receive these same reactions from the printed page! And to a great number the printed form never becomes a medium of vital interest.

When the student begins to transcribe he is brought immediately face to face with the necessity of using the conventional forms in writing—something in which he has had but little practice. Instead of being confronted with a stream of active and vital sounds, or with a less active printed array—even less meaningful—he has before him a mass of highly technical, condensed, and abbreviated symbols. He has no guidance of such landmarks as punctuation, paragraphing, capital letters, or illustrations. To add to the difficulty, often the same outline, or nearly the same, may mean two entirely different things or may have sounded very much like something similar. In taking down the notes his

responses are to entirely different stimuli. He is really writing a new language. He must take shorthand notes that need judgment in interpretation, because of inaccuracy of writing, or a lack of knowledge of the language. He must not only understand their meaning but he must be able to visualize the matter as it should appear in typewriting or printing. What preliminary training does he receive to prepare him for this kind of interpretation?

One of the first steps in reaching a solution of the transcribing problem, it seems to us, is to begin with the first lessons in shorthand, a training that develops interpretive power—the ability to take groups of spoken words and translate them into correct written form. There is nothing in the training of good stenographers that can take the place of the written transcript. Reading notes has its place, of course, but it is in no sense a substitute for the written transcript. Transcribing in longhand or on the typewriter, especially the latter, brings to light immediate deficiencies in English and in the details of writing, and it is only by much of this kind of work, supplemented by constructive criticism and help, that high-grade transcribing ability can be developed.

A New Way of Presenting the Wordsigns

Contest Held at Lewistown on the Two Weeks' Work

MISS HILDA BOHNER of the Lewistown (Pennsylvania) High School presents a novel and interesting method of teaching the Tenth Lesson. We quote:

"We held what we called a Wordsign Contest in class. The thirty-eight pupils were divided alphabetically into two groups. One side selected for their name "C. L. S." (Charles Lee Swem) while the other side chose "J. R. G." (John Robert Gregg). We kept a chart which contained each pupil's name and following it the number of wordsigns missed each day. At the end of the lesson we had a review of the entire lesson and this review counted for one-half of the contest—the daily work counting as the other half.

"We took the first page of review wordsigns in three lessons, page 54 in one lesson, and each succeeding column as a separate day's assignment, making a total of eight days for the wordsigns. The review of the entire lesson was given in two class periods, thus requiring only two school weeks or ten hours for the Wordsign Lesson. Each day's assignment was dictated by the teacher and also one of the previous columns in review.

"After transcribing them, the pupils exchanged papers and the longhand and shorthand was read and spelled by the students orally. Because there are more longhand words than shorthand, we checked each longhand word that was omitted or misspelled or incorrect. A circle was put around each incorrect shorthand outline. Two check marks counted as one wrong and each circle counted one wrong. The daily individual total was kept of each side, and if a pupil was absent, the totals were not given until the absentee had taken the same test.

"The plan was not formulated until the first day in class and it is interesting to note the comparative totals:

C. L. S.: 215½, 80, 66, 61½, 31; Review 500, Total of 954

J. R. G.: 243½, 23, 23½, 28½, 16½; Review 258, Total of 593

"Hence the Greggs won by having 361 points less than the Swems.

"The chart was placed on the bulletin board with the pictures of their respective leaders, Mr. Gregg and Mr. Swem.

"I am also planning to use this scheme with the second-year students for learning the vocabulary at the end of the Manual."

In dictating the wordsigns for such a contest you will find the new Key to the Gregg Writer Wordsign Chart a convenience. It is being presented on page 302 of this issue. Not only will this new Key prove a personal aid, but it can be handed to the students as test matter.

How many of you would like to have us publish a similar Key to the Gregg Writer Vocabulary Chart?

The Use of the Blackboard in Teaching Shorthand

By John Robert Gregg

—Theory Demonstrations—

(Continued from the March issue)

A WELL-KNOWN shorthand teacher says, "The ability to put upon the blackboard a striking diagrammatic illustration of a rule is not so common with teachers as it ought to be."

We had occasion recently to visit a schoolroom which had blackboards on four walls, and each of them was filled with beautifully written shorthand. Some of the outlines were to illustrate principles that were being explained, but the orderliness and the artistic quality of all the shorthand commanded our profound admiration.

The teacher in this school, it is needless to say, gets splendid results. An examination of the notes of the students showed that they all reflected with remarkable fidelity the quality of the notes on the board. It is very natural that they should, because the learning of "style" in shorthand is largely a matter of imitation, and the characteristics of the teacher's blackboard notes will be copied almost unconsciously by the students. To thoughtful teachers there is a tremendous educational significance in this fact.

We had in our Chicago school a few years ago two teachers between whom there sprang up an intense rivalry in the matter of artistic shorthand. Beauty of outlines and technical skill became a hobby with them. Their enthusiasm was communicated to the students, as well as to the other teachers, and as a result the quality of the shorthand notes in the whole school was raised to a very high standard.

There is a "practical" side to the question, too. We all appreciate the importance of accurate notes and good penmanship as factors in *legibility*. Good notes are the result of correct ideals and the right sort of practice while the principles are being learned. Artistic blackboard notes give the correct ideal and deepen impression.

Theory demonstrations, in the hands of the right person, are always interesting, there is such quantity and such variety of material on which to work.

Take each lesson separately; set down its main points on the board; then ask the class for questions. While the outlines are being written, the students will have an opportunity to study correct technique and also to think out their queries on any points in the lesson that are not quite clear to them.

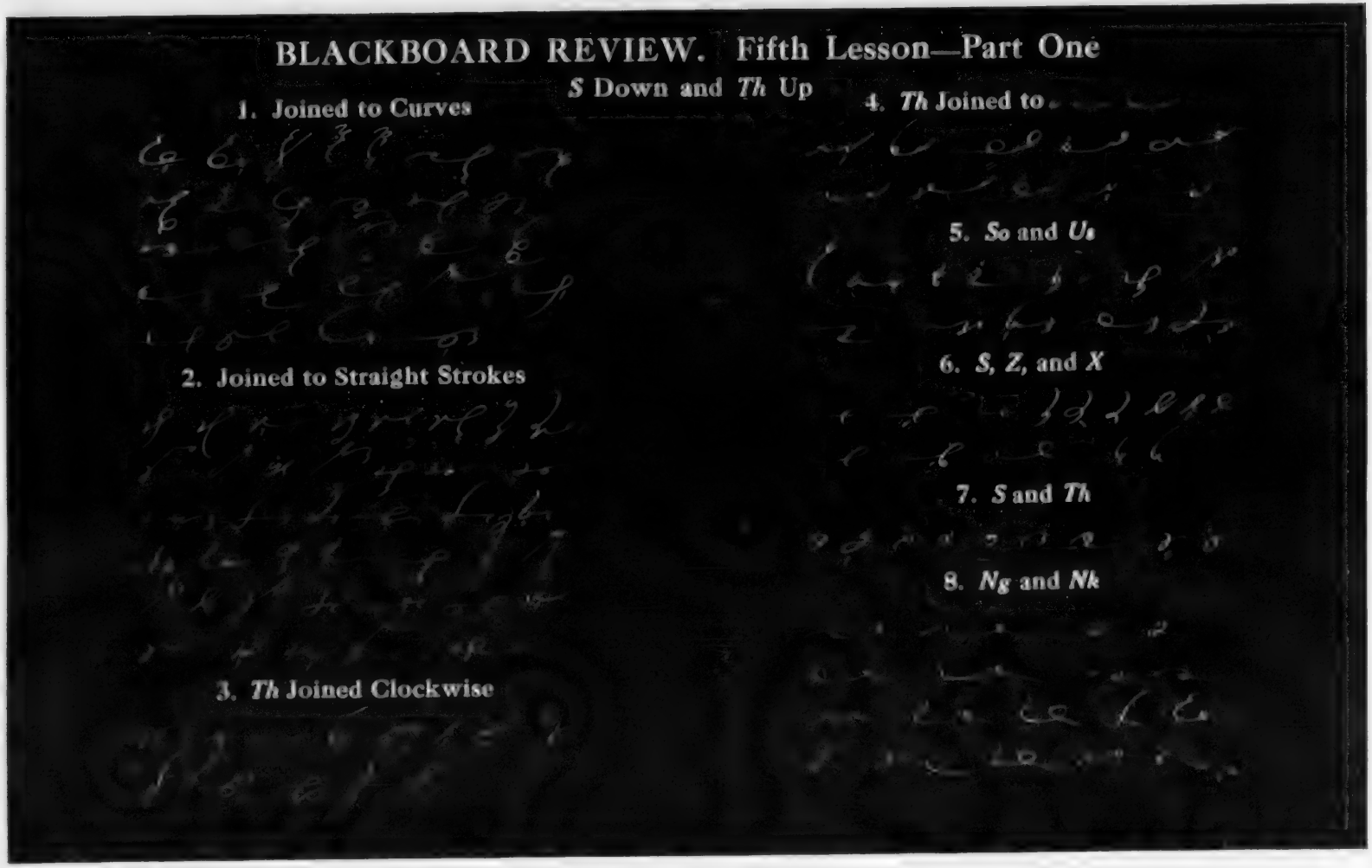
Thought Training

Students should be allowed to ask questions, and they should be encouraged to answer them themselves, if possible. That is, with the assistance of the teacher they should be encouraged to work out the answers, step by step, the teacher writing each "step" of the outline under discussion as it is formulated. The teacher's assistance will, of course, be directed mainly towards the pointing out of the correct application of the different principles. There is fun for the student in demonstrations in which he plays an active part.

It is good to set the class to writing a page or two of shorthand, from slow, no-particular-speed dictation, laying stress on the need for care as regards theory; and then to write the dictated piece on the board and let the students compare their work with the teacher's. Much labor in the correction of theory weaknesses can be saved in this way, and the correct outlines are more likely to remain in the students' minds than if errors had been corrected just in a notebook. Drill on the correction of mistakes is, of course, always necessary.

Blackboard Writing Helps Writing in the Book

We have often found that students who write a cramped style of shorthand in their notebooks developed considerable fluency when drilled in blackboard work. In seeking an explanation of this we decided that it was because they had been writing in their notebooks with their wrists down on the desk and were using a constantly moving finger action. With the blackboard they were obliged to abandon the wrist support and to employ free, sweeping strokes, which eliminated finger


BLACKBOARD REVIEW. Fifth Lesson—Part One
S Down and Th Up
1. Joined to Curves
2. Joined to Straight Strokes
3. Th Joined Clockwise
4. Th Joined to
5. So and Us
6. S, Z, and X
7. S and Th
8. Ng and Nk

BLACKBOARD REVIEW. Fifth Lesson—Part Two
1. Prefixes
2. Suffixes
3. Wordsign and Phrase Drill
4. Reading Exercise

action. Whenever I have had an obstinate case of the wrist-supporting, finger-movement kind, I have found the aid of the blackboard a sure cure.

Many teachers are opposed to allowing the students to use the board at all, but a little such practice, from time to time, will do a whole lot of good. And if such practice be competitive, so much the better. Even the weaker students should be urged to take their turn, for the writing, even though it be elementary and shaky through the nervousness of the writer, will give freedom of arm movement, greater confidence, and a desire to do better work in readiness for a possible second call to the board. Confidence can be stimulated, too, by a little healthy encouragement from the teacher, in the way of public praise of those outlines that are conspicuously good. The condemnation of mistakes in public is always a pedagogic blunder, but a little praise where praise is due—or even *almost* due!—can work wonders, particularly with the beginner.

The Value of Blackboard "Stunts"

Demonstrations of highly skilled speed work on the board have fired the stenographic ambition of countless students. Let any teacher work out a program of such blackboard "stunts," and he will be amazed at the improvement in the work of his class. Let him take those students whose shorthand speed is the highest; let him train them to do effective work on the board; and then let him display their speed prowess and their perfect shorthand style to the rest of the class. Gregg Shorthand lends itself so well to high-speed blackboard work that such a display could never fail of its purpose.

Competition

Quite apart from the value of the demonstration itself, such competition among the students is a fine thing. No student who is worth his salt is going to "let the other fellow get ahead of him"—especially if it is put to him in that way! Give the class ambition; fill them with it; pour it into their ears and into their eyes. Make the students believe that they can *all* do expert work, if they try hard enough; and let the blackboard show them just how good that expert work can be.

The professional high-speed blackboard demonstrators perform all kinds of "stunts." They write blindfold. They "read back" with their notes turned upside down. They read each other's notes. And their "stunts" arouse the greatest possible enthusiasm, even among those who do not know or write shorthand. How much more, then, will blackboard propaganda of a similar, though perhaps less advanced, type stimulate the ardor of a class of students already deeply interested in their subject!

Working Up Speed

Speed demonstrations on the board also stimulate speed in taking dictation in the notebook.

"Flow" is the aim, of course—the development of the "get-away" stroke from the end of one outline to the beginning of the next.

The teacher can display this, too, on the blackboard. He can demonstrate the swiftness of correct movement: he can show how incorrect movement hampers speed. He can show the students just how they must pass from one outline to the next, the hand following the brain as closely as possible.

Here is one instance in which "wrong ways" can be displayed with advantage side by side with "right ways." If the teacher shows the students just which faults hamper speed, and just how they should sit and think and write in order to gain swiftness of hand motion, they will benefit by the comparison, and will steer clear of the bad habits instinctively.

If the teacher observes the law of classification, students will increase their speed much more quickly, as an orderly classification of outlines is certain to create a lasting mental impression.

Rhythmic Drill

The teacher must drill the students and drill *with* them. He should show them how to practice making single strokes and double strokes and curves and ellipses in rapid succession until their wrists and their fingers have acquired that flexibility which is the speed writer's greatest asset. He can set them to writing, and can write with them, by way of encouragement, phrases and sentences, first slowly, then faster, instilling into them confidence in their own capabilities by sheer force of his own confidence. He can give them rhythmic drill, by count or music, on sentences that they have practiced and can write without hesitation; and when he has set and secured a good, swinging pace with these, he can give them sentences which are unfamiliar to them, and let the first speed practice help with the second.

Linked up with the ordinary dictation practice, the rhythmic writing and the demonstration will provide a useful diversion. It is fine penmanship practice, and it works wonders.

Some Pitfalls to Avoid

There are rocks in the pathway to blackboard perfection—rocks over which the ordi-

nary teacher may stumble. They are those little blunders of style that seem to mean so little, but really mean so much.

Sheer nervousness—fear of the sound of their own voices—makes some teachers mumble their comments while still facing towards the board. Even teachers who are not nervous have this disastrous habit. It *is* disastrous, because when the students hear a confused murmuring through the back of the teacher's head, but cannot make out one single syllable of the words he is uttering, they will be more than tempted to treat his teachings with a half-amused tolerance. They will certainly lose interest; and then dignity and authority will totter, and the beneficial training that might have been derived from the demonstration will be lost forever.

It is a mistake to talk at all while actually writing on the board. It is far better to finish; then turn and state clearly the brief facts about the prominent points in the lesson.

It is a mistake, too, to display shorthand errors on the board. Errors seen will be retained by the mind, and are apt to become confused with the correct forms.

Sometimes, it is true, it becomes necessary to drive home some point by comparing the *wrong* way with the *right* way; but even in a case like this the *wrong* form should be left on the board only for a moment or two—just long enough for it to play its part without impressing itself too clearly on the minds of the students.

"Showing Off"

The temptation to "show off" constitutes another stumbling block—with young teachers in particular. The teacher should beware of adopting a fussy, time-wasting method of approaching the board, with much preliminary circling of the arm and unnecessary movement at the end of each stroke. This, with affectation and wordiness in the verbal presentation of the lesson, does more harm than good, for it alienates interest and courts ridicule. Students assimilate the affectation with the instruction and, because they are young, it remains with them, hampering them later in their speed work.

There are teachers who fall into the error of forgetting the importance of the students' "seeing how it is done," which is the main object of blackboard demonstrating. It is a mistake to have matter ready on the board when the class assembles. The students do not know how slowly or how carefully those good-looking characters were made. They may even suspect the use of a key! They derive far more benefit from watching the actual, facile, graceful writing itself. "Ready-made" blackboard copy is ordinary, dull, conventional—dead. The watching of actual work on the board is something "live" and full of interest.

Keeping "Just Ahead" of Students

The inexperienced teacher is frequently inclined to "show off" by writing very rapidly on the board, to the utter bewilderment of his students. This may duly impress them with his ability as a writer of shorthand, but it has a most discouraging effect on the student who contrasts his snail-like execution with that of the teacher.

In illustrating a point, the teacher should endeavor to keep his execution within the bounds of the capacity of his students—it should be an illustration of the methods of movements rather than of the speed at which such movements may be made; otherwise the effect may be opposite from that which he desires. If he can create the impression upon the students that the process is all very simple, and that by a little extra effort they can do as well, he will unconsciously develop in them a feeling of power that will have the most beneficial effect.

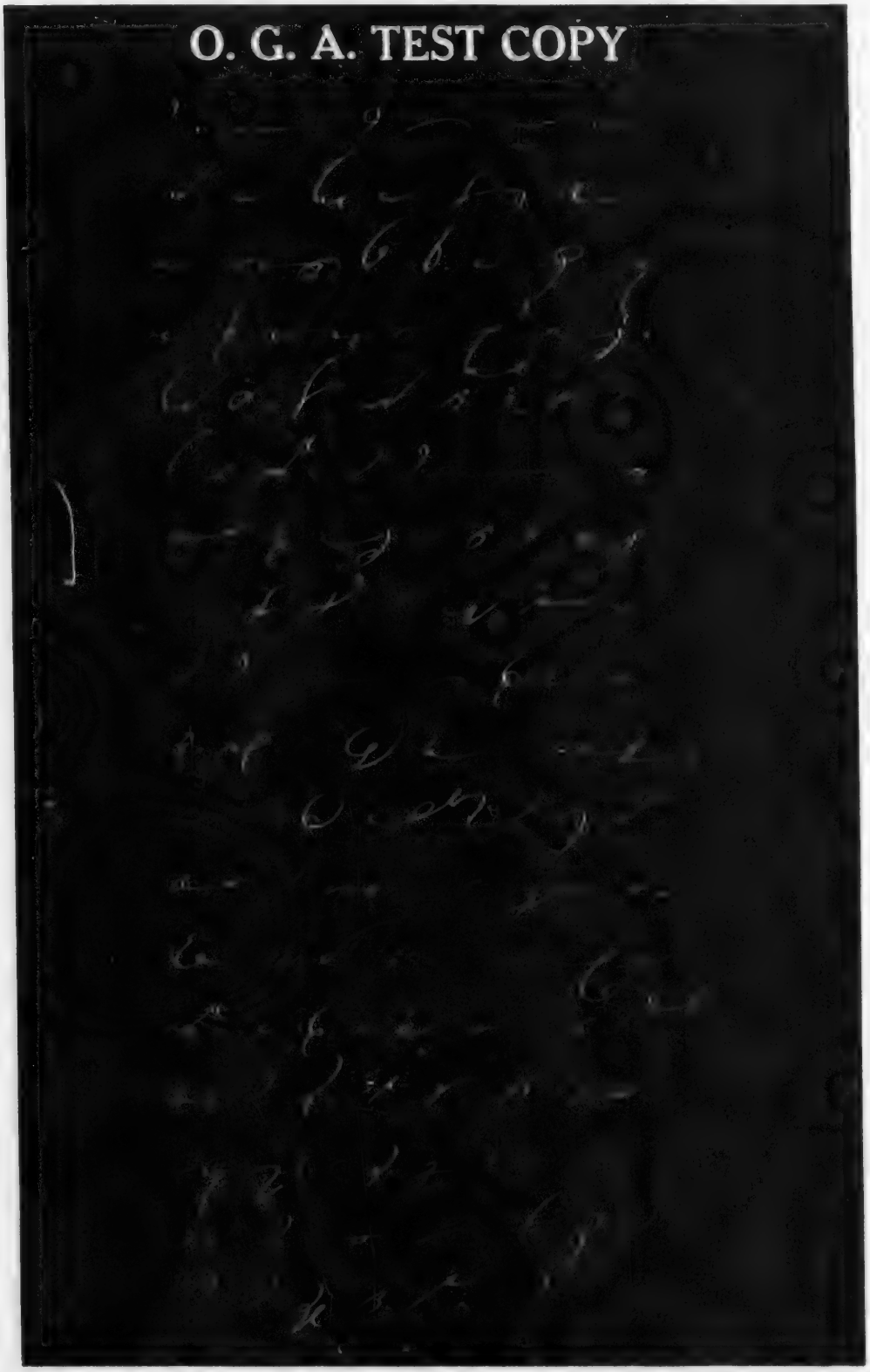
"Working Up" the Lesson

Each word form can be described and explained from its elementary to its finishing state. Next, the complete word may be practiced on the board for the benefit of the students, to show them how facility in writing will come with use and flowing movement. And, lastly, the class may be set to enthusiastic work on notebook practice of the words. The right kind of "working up" of a lesson of this description will not only stimulate enthusiasm, but will inspire the students to use every effort to reproduce outlines as perfect as those they have been shown.

(To be concluded next month)

"Be a Live Wire and You Won't Be Stepped On!"

O. G. A. TEST COPY



Directory of Summer Schools for Teachers

SPECIAL COURSES in Commercial Teacher Training will be offered this summer at the following schools according to announcements sent us recently. This list includes all schools from whom information is now on hand. Any additional listings received before April 1 will be reported in our May issue.

Arizona

The Arizona Summer Session, Flagstaff

Methods and theory courses in Typing, Shorthand, and Bookkeeping. Regular college courses in Secretarial Practice, Accounting, Salesmanship, Advertising, and Money and Finance.

Tom O. Bellwood, Head Teacher

Grady Gammage, Director of Summer Session

Arkansas

Draughon's Business College, Little Rock

An intensive course in methods of teaching beginning and advanced Gregg Shorthand, Typewriting, and related subjects. Open only to those holding college or university diploma, first-grade certificate, or equivalent.

Six weeks

June 9

Mrs. D. L. Lacy, Head Teacher

D. L. Lacy, President

California

University of California, Berkeley

Two courses for those interested in the administrative problems of commercial education and curriculum construction: "Principles of Commercial Education" and "Curriculum Construction for Secondary Commercial Education."

Six weeks

July 2

Dr. Harold L. Bruce, Dean of Summer Session

University of California, Southern Branch, Los Angeles

Methods courses in the teaching of Shorthand and Typewriting; principles of Commercial Education—planned for those interested in the organization, administration, and supervision of commercial education in secondary schools; non-methods courses in elements of accounting; marketing; investments; elements of money, banking, and foreign exchange; foundations of arithmetic; and commercial law.

Six weeks

July 2

Albert E. Bullock, Instructor in Methods

Thomas M. Putnam, Dean, Summer Session

University of Southern California, Los Angeles

A commercial curricula-building course entitled "Commercial Teachers' Problems"—a discussion of the content of the commercial course. Methods of teaching Shorthand and Typewriting.

Six weeks

July 2

Eva M. Jessup, Instructor in Methods

L. B. Rogers, Dean, Summer Session

Fresno State College, Lakeshore, Fresno County

Non-methods courses of college grade in Commercial Law, Advertising and Publicity, Economics and Sociology.

Six weeks

June 25

W. B. Mikesell, Head Teacher

W. B. Given, Dean of Summer Session

Colorado

University of Colorado, Boulder

Beginning Shorthand (Gregg) and Typewriting given throughout the summer quarter. Methods course in Commercial Education first term only.

First term—June 18 to July 21

Second term—July 23 to August 24

Claude W. Woodside, Head Teacher

Milo G. Derham, Director of Summer Quarter

Colorado Agricultural College, Fort Collins

Beginning and advanced Shorthand (Gregg), Typewriting, and Penmanship. Methods course in Shorthand, Typewriting and Bookkeeping.

Five weeks

First term—June 16 to July 21

Second term—July 21 to August 24

J. R. Lanphear, Head Teacher

G. T. Avery, Director

Colorado State Teachers College, Greeley

Special Methods courses in Gregg Shorthand, Typewriting, and Accounting; also courses in Economics and Business Administration.

Eleven weeks

June 16

A. O. Colvin, Head Teacher

District of Columbia

Washington School for Secretaries, Washington

Intensive course in the theory of Gregg Shorthand and Touch Typewriting.

Eight weeks

July 2

Annie M. Hahn, Instructor

J. E. Palmer, Director

Georgia

Bryan-Hatton Business College, Atlanta

Normal courses in Gregg Shorthand, Bookkeeping, Accounting, Typewriting, and Practice Teaching. Six and twelve weeks terms.

June 4

S. P. Hatton and Mrs. C. K. Denke

Draughon's Practical Business College, Atlanta

Courses in both content and methods of teaching Gregg Shorthand, Typewriting, Salesmanship, Office Practice, Bookkeeping and Accounting, and other commercial subjects. Principles of Commercial Education.

July 2 to August 10

Charles F. Hainfeld, Instructor

Illinois

Gregg School, Chicago

Shorthand teachers' diploma course, including Methods of teaching Shorthand, Typewriting, Secretarial Training, and shorthand and blackboard penmanship drills. Business teachers' diploma course, including bookkeeping, commercial law, salesmanship, penmanship, and commercial arithmetic.

Six weeks

June 30

Henry J. Holm, Principal

University of Chicago, Chicago

Methods courses in the teaching of Typewriting and Stenography with special reference to organization of material, laws governing acquisition of skill, teaching technique, tests and measurements. Prerequisites: a knowledge of the theory of shorthand and touch typewriting.

Twelve weeks

June 16

Ann Brewington, Instructor

Western Illinois State College, Macomb

Courses in Gregg Shorthand, Bookkeeping, Accounting, Penmanship, and Commercial Law.

Six weeks

June 11

Miss Hertha Voss, Head Teacher

J. A. Kirby, Director

Illinois State Normal University, Normal

Elementary and advanced Gregg Shorthand; teaching methods parallel subject matter.

Two terms of six weeks each

Opening dates—June 9 and July 21

Esther Scott, Head Teacher

Arthur Williams, Director

Gem City Business College, Quincy

Methods courses in Gregg Shorthand, Secretarial Subjects and Accounting.

Six to twelve weeks

June 4

T. E. Musselman, Director

D. L. Musselman, President

Indiana

Central Normal College, Danville

Regular courses in Gregg Shorthand, Typewriting, Bookkeeping, and Commercial Law. Special courses in shorthand material and methods. Special methods courses in all commercial subjects; salesmanship; office management; secretarial training; advertising.

Three terms of six weeks each

Opening dates—April 30, June 11, and July 16

Mrs. Laura C. Niswander, Director

Lockyear's Business College, Evansville

Normal courses for teachers in Gregg Shorthand, Typewriting, and related commercial subjects.

Six weeks

July 2

Thos. H. Black, Director

The Ball Teachers' College, Muncie

Content courses in elementary and advanced Gregg Shorthand and Typewriting, and Office Practice; the Teaching of Shorthand, Typewriting, and Bookkeeping; the history of and tendencies in Commercial Education; special course in tests with application to commercial subjects.

Two terms of six weeks each

Opening dates—June 18 and July 23

M. E. Studebaker, Director

Indiana State Normal School, Terre Haute

Methods in Commercial Education, Gregg Shorthand, Typewriting, Business Law, Salesmanship, Secretarial Training, and Office Management.

Two terms of six weeks each

Opening dates—June 18 and July 23

Shepherd Young, Director

Iowa

Iowa State Teachers College, Cedar Falls

Courses in beginning and advanced Gregg Shorthand and Typewriting; Accounting, Advertising. Business Correspondence; Secretarial Training;

Retail Selling; Business Organization; Teaching of Commercial Subjects; History of Commerce; Penmanship.

Twelve weeks

June 6

Ira S. Condit, Head of Department of Commercial Education; Homer H. Seerley, President

University of Iowa, Iowa City

Methods of teaching commercial subjects; Tests and Measurements in commercial education; Administration and Supervision of Commercial Education.

Two sessions, six and five weeks respectively

June 11

Dr. E. G. Blackstone, Director

Penn School of Commerce, Oskaloosa

General Methods Course for commercial teachers.

Ten weeks

June 11

Mary Dusenberry, Head Teacher

H. D. Proffitt, Director

Kansas

Kansas State Teachers College, Emporia

Elementary Typewriting and Accounting; Business Correspondence; Business Law, and some other commercial subjects.

Eight weeks

June 1

L. A. Parke, Director

Kansas State Teachers College, Pittsburg

Beginning and advanced Shorthand (Gregg).

Nine weeks

May 28

Willa M. Dush, Head Teacher

W. S. Lyerla, Director

Kentucky

Bowling Green Business University, College of Commerce, Bowling Green

Methods of teaching in high schools; Methods in commercial education; Methods of teaching shorthand, typewriting, penmanship, bookkeeping, and arithmetic; classroom management.

Ten weeks

June 4

W. H. Arnold, Director

Maine

Beal School of Business Training, Bangor

Courses in principles and methods of teaching Gregg Shorthand, Touch Typewriting, Bookkeeping, Palmer Method of Penmanship, Business English, and Commercial Mathematics.

Eight weeks

July 2

J. W. Hamlin, Director

Maryland

Baltimore Business College, Baltimore

Gregg Shorthand, Touch Typewriting, Bookkeeping and Accounting, Methods of Teaching.

E. H. Norman, President

Johns Hopkins University, College for Teachers, Homewood, Baltimore

The Teaching of Shorthand, Typewriting, and Bookkeeping in Secondary Schools; Commercial Education in Secondary Schools.

June 25—August 3

Mrs. Frances D. North and Mr. C. B. Edgeworth, Instructors; Dr. Edward F. Buchner, Director

Massachusetts

Boston University Summer Session, Boston

Courses in Elementary Shorthand (Gregg); Intermediate Shorthand; Teaching Methods of Shorthand; Elementary Typewriting; Intermediate Typewriting; Teaching Methods of Typewriting; Methods of Teaching Bookkeeping in Secondary Schools; and Principles and Methods of Teaching Educational Psychology.

Six weeks

July 2

Dr. Alexander H. Rice, Director

Bryant & Stratton Commercial School, Boston

Regular courses in Gregg Shorthand, Typewriting, Bookkeeping, and all other commercial subjects.

Six weeks

July 2

J. W. Blaisdell, Director

Burdett College, Boston

Courses in Gregg Shorthand, Typewriting, Bookkeeping, and all other commercial subjects.

Eight weeks

July 2

Mr. H. B. Wells, Director

Simmons College, Boston

Courses in Methods of Teaching and in the subject matter of practically all commercial subjects, including Gregg Shorthand, Typewriting, and Accounting.

Six weeks

July 2

Dr. Edward H. Eldridge, Director

Harvard University, Graduate School of Education, Cambridge

Course SH2: Principles of Commercial Education dealing with the fundamental principles on the basis of which any commercial education program must be organized.

Course SH11: The High School Commercial Curriculum, analyzing the content of commercial curriculums.

Six weeks

July 2

Dr. Henry W. Holmes, Dean

Professor F. G. Nichols, Instructor

Bay Path Institute, Springfield

Courses in theory and methods of teaching Gregg Shorthand, Typewriting, Bookkeeping, and all other commercial subjects.

Six weeks

July 2

C. F. Gaugh, Director

Michigan

University of Michigan, Ann Arbor

Principles of Vocational Education; Principles of Commercial Education; Methods of Teaching Commercial Subjects.

Charles W. Hamilton, Head Teacher; T. E. Rankin, Secretary of the Summer Session

The Business Institute, Detroit

Courses in Gregg Shorthand, Typewriting, and related subjects.

Two months

July 9

Miss A. B. Mitchell, Head Teacher

A. F. Tull, President

Western State Teachers College, Kalamazoo

Elementary and advanced Shorthand (Gregg) and Typewriting, with intensive drill and special attention to discussion of Methods of Teaching; Methods of Teaching Junior Business Training and Secretarial Practice; study of the Principles of Accounting with their application.

Six weeks

June 25

Emma Watson, Head Teacher

E. D. Pennell, Director

Minnesota

Collegiate Business Institute, Minneapolis

Commercial-teacher training course, including Methods, Practice Teaching, and advanced work in all high school commercial subjects.

June 18

Katherine Schwirtz, Director

Minneapolis Business College, Minneapolis

Theory and review courses in Gregg Shorthand; also courses in Typewriting, Bookkeeping, and related subjects.

J. H. Mosher, President

Rasmussen Practical Business School, St. Paul

Courses for teachers in Gregg Shorthand, Typewriting, Business, and Secretarial Subjects.

Three months

June 4 and July 2

Walter Rasmussen, Director

Twin City Business University, St. Paul

Normal course for commercial teachers.

Two terms of six weeks each

June 11—July 20, and July 23—August 31

Burton A. Cable, Head Teacher

W. C. Stephens, Director

Missouri

Southeast Missouri State Teachers College, Cape Girardeau

Methods courses in Gregg Shorthand and Typewriting.

Ten weeks

May 29

Mrs. Esther Garrett, Head Teacher

E. A. Newmeyer, Director

Northeast Missouri State Teachers College, Kirksville

Advanced course in Gregg Shorthand; Typewriting; elementary and advanced courses in Accounting; Commerce and Industry; Penmanship.

Ten weeks

June 1

P. O. Selby, Head Teacher

Eugene Fair, President

State Teachers College, Springfield

Beginning and advanced courses in Gregg Shorthand and Typewriting; Methods in Commercial Subjects; Business Correspondence; Office Training.

Ten weeks

May 28

J. D. Delp, Head, Department of Commerce

Mrs. Ruth T. Gibson, Instructor

Central Missouri State Teachers College, Warrensburg

A composite course covering the teaching of business subjects in high schools.

Twelve weeks

June 4

W. E. Morrow, Director

Nebraska

Nebraska State Normal College, Chadron

Elementary Gregg Shorthand and Typewriting; introduction to Commercial Education; Business

English and Correspondence; Bookkeeping, Accounting, Commercial Arithmetic, and Penmanship Methods.

Twelve weeks

June 8

Gertrude C. Ford, Head Teacher

Robert I. Elliott, Director

Lincoln School of Commerce, Lincoln

Beginning and advanced courses in Gregg Shorthand, Typewriting, Bookkeeping, and Accounting.

Twelve weeks

June 4

Gertrude Beers, Head Teacher

T. A. Blakeslee, President

University of Nebraska, Lincoln

Elementary Gregg Shorthand and Typewriting; Methods of Teaching Shorthand and Typewriting.

Two terms of six weeks each

June 4

Miss Luvicy M. Hill, Chairman of Department

Dean W. E. Sealock, Director

State Teachers College, Peru

Advanced Shorthand Dictation (Gregg); Methods of teaching Shorthand and Typewriting; Typewriting; Accounting.

Two terms of six weeks each

June 4—July 11, and July 12—August 17

Nona Palmer, Head Teacher

W. R. Pate, President

New Hampshire

Plymouth Normal School, Plymouth

Regular courses in Theory and Methods of Teaching Commercial Subjects.

Six weeks

July 10

Ernest L. Silver, Director

New Jersey

LeMaster Institute, Asbury Park

Methods of teaching Gregg Shorthand, Typewriting, Accounting and other commercial subjects; Administration and Supervision of Commercial Education.

Six and twelve weeks terms

June 25—August 3, and August 6—September 14

Joseph P. Matthews, Instructor

Dr. Walter P. Steinhaeuser, Director

Rider College, Trenton

Special courses for commercial teachers according to individual needs. Supplementary work toward degree.

Six weeks

July 9

George R. Harrington, Director

New York

Albany Business College, Albany

Theory classes in Gregg Shorthand and other commercial subjects.

Six to eight weeks

July 2

Prentiss Carnell and B. S. Hoit

New York State College for Teachers, Albany

Elementary and Advanced Courses in Gregg Shorthand.

July 2—August 11

George M. York, Instructor

W. C. Decker, Director

University of Buffalo, Summer Session, Buffalo

Principles of Gregg Shorthand, Advanced Shorthand, Secretarial Practice, Principles of Accounting; Business Law: Agency & Insurance, Principles of Commercial Education, Improvement of Instruction in Commercial Subjects.

Six weeks

July 2

H. I. Good, Instructor

Dr. C. H. Thurber, Director

Columbia University, Teachers College, New York City

S259E. Organization of Secondary School Commercial Courses. E. W. Barnhart (2).

S260E. Methods for Commercial Subjects. E. W. Barnhart (2).

S159E. Teaching of Shorthand. F. S. Barnhart (2).

S159F. Demonstration class in elementary Gregg Shorthand. F. S. Barnhart (2).

S160E. Teaching elementary and advanced Typewriting. Stuart (2).

S160F. Demonstration class in elementary Typewriting. Stuart (2).

S1. Elementary Shorthand. Harned, Wright (4).

S2. Intermediate Shorthand. Bryant, Rollinson (4).

S3. Advanced Shorthand. MacDonald (4).

S4. Executional Technique of Shorthand. Rollinson (½).

S1. Elementary Typewriting. Harned, Wright (2).

S2. Intermediate Typewriting. Bryant, MacDonald, Rollinson (2).

Six weeks

July 9

Prof. John J. Coss, Director

Hunter College, New York City

Elementary, Intermediate, and Advanced Gregg Shorthand and Typewriting, Methods of Teaching Gregg Shorthand.

Six weeks

July 2

Matilda Solomon, Instructor

Prof. A. Broderick Cohen, Director

New York University, School of Education, Washington Square East, New York City

S132.43. Commercial Teaching Problems. Associate Professor Lomax. 2 points.

S132.45-46. Principles of Commercial Education. Mr. Carkin. 4 points.

S132.49. The Teaching of Elementary Business Training. Mr. Carkin. 2 points.

S132.53-54. The Teaching of Gregg Shorthand. Mr. Walsh. 4 points.

S132.57. The Teaching of Typewriting. Mr. Walsh. 2 points.

S132.59-60. Research Studies in Commercial Education. Associate Professor Lomax. 4 points.

S132.51-52. Methods of Teaching Bookkeeping and Business Practice. Mr. Wallace. 4 points.

S132-55-56. Methods of Teaching Advanced Bookkeeping, Accounting, Business Law, and Economics. Mr. Wallace. 4 points.

July 9—August 17

Dr. Paul S. Lomax, Director

Dr. John W. Withers, Dean, School of Education

Syracuse University, Summer School, Syracuse

Content courses in Gregg Shorthand, Typewriting, Office Management, Accounting, and other commercial subjects; Methods in Gregg Shorthand, Typewriting, Bookkeeping and Accounting, Commercial Arithmetic.

Six weeks

July 2

Prof. George R. Tilford, Instructor

Dr. Ernest Reed, Director

Central City Business School, Syracuse

Shorthand, Typewriting, Bookkeeping and Secretarial Courses.

Eight weeks

June 25

Mrs. Joseph Henry, Instructor

C. F. Boardman, Director

North Dakota

University of North Dakota, Grand Forks

Elementary and advanced Gregg Shorthand; Typewriting; elementary Bookkeeping and Accounting.

Eight weeks

June 6

J. V. Breitwieser, Director

Ohio

Ohio Northern University, Ada

Special Methods in Teaching of Gregg Shorthand, Typewriting, and Bookkeeping, all work done leading to a B. S. degree in Education with a major in Commerce.

Six weeks

June 4 and July 16

Ethel Elliott, Head Teacher

Emmet E. Long, Director

Bliss College, Columbus

Methods of teaching Gregg Shorthand, with special attention to the presentation of the Manual and development of speed, and courses in related commercial subjects.

Eleven weeks

June 11

Geo. L. Gebhardt, Head Teacher

Oklahoma

Oklahoma Agricultural & Mechanical College, Stillwater

The course includes a study of the History and Educational Value of Shorthand, a review of the Principles, Methods of Presentation, Tests, Methods of Grading, Penmanship Drills, discussions and demonstrations.

Eight weeks

June 1

W. Rude, Head Teacher

Dr. Herbert Patterson, Director

Oregon

Oregon Normal School, Monmouth

Both Teacher-Training and Theory Courses in Shorthand, Commercial Arithmetic, Typewriting, Bookkeeping, Salesmanship, Office Training, Commercial Law, Economic Geography, Shorthand Reading, Business English, Penmanship, Arithmetic Methods.

Six weeks

June 18

Mr. J. F. Santee, Head Teacher

Mrs. Bertha T. Hall, Director

Oregon State Agricultural College, Corvallis

The following special Teacher-Training and Content Courses offered: Economics, Retail Advertising, Retail Finance, Markets and Marketing, Educational Sociology, Principles of Accounting, Teachers' Course in Bookkeeping, Business Organization and Management, Business Law, Gregg Shorthand and Typewriting, Office Methods and Appliances, and an intensive course of two weeks in Methods of Teaching Typewriting and Stenography.

Six weeks

June 18

Professor H. T. Vance, Head Teacher

M. Ellwood Smith, Director

Northwestern School of Commerce, Portland

Special methods courses in the commercial subjects included in the departments of Stenography (Gregg), Bookkeeping, Accounting, and Secretarial Training.

June 18

Charles F. Walker, Director

Pennsylvania

Grove City College, Grove City

Principles and Methods of Teaching Commercial Subjects, Education, Psychology, etc.
June 25—August 5
W. C. Ketler, Director
F. H. Sumrall, Instructor

Beckley College, Harrisburg

Gregg Shorthand: theory review, advanced dictation, methods; Typewriting: theory review, advanced forms, methods; Bookkeeping: review of principles, advanced systems, methods; Business Practice; Commercial Mathematics.
Nine weeks
June 18
P. L. Brunstetter, Instructor
A. J. Eby, Director

State Normal School, Indiana

Theory and Methods in all commercial subjects. Three and six weeks courses
June 25—August 4
G. G. Hill, Director

Peirce School of Business Administration, Philadelphia

Methods of Teaching Shorthand, Typewriting, Bookkeeping and other commercial subjects; Secretarial Subjects; Business Administration.
Six weeks
July 2
Professor John A. Luman, Instructor
Louis B. Moffett, Director

The Taylor School, Philadelphia

Theory and Methods of Teaching Gregg Shorthand, Typewriting and Bookkeeping.
State credits.
Six weeks
July 2
Pernin Taylor and Nina Leonard, Instructors
Freeman P. Taylor, Director

Marywood College, Scranton

Courses in Gregg Shorthand, Typewriting, Bookkeeping, Commercial Law, Banking & Finance, and other commercial subjects.
June 22—August 3
Sister M. Seraphia, Instructor
Sister M. Immaculata, Directress

Rhode Island

Bryant-Stratton College of Business Administration, Providence

Intensive courses in Gregg Shorthand, Typewriting, Bookkeeping, and allied subjects.
Six weeks
July 9
Harry Loeb Jacobs, Director

South Dakota

Northern Normal and Industrial School, Aberdeen

Beginning Shorthand Theory (Gregg) and beginning Dictation; Methods of Teaching Shorthand and Typewriting.
Twelve weeks
June 4
Etha Burnham, Head Teacher
A. H. Seymour, Acting President

Texas

Sul Ross State Teachers College, Alpine

Elementary and Methods Courses in Gregg Shorthand.
Twelve weeks
June 7
P. M. Penrod, Head Teacher
H. W. Morelock, President

University of Texas, Austin

Beginning Shorthand (Gregg) and Typewriting. Four hours credit is allowed for this course towards any degree granted in the University during the summer.
Two terms of six weeks each
June 5
Florence Stullken and Zelda Ramsey, Head Teachers; Dean Anderson J. Fitzgerald, Director

West Texas State Teachers College, Canyon

Course in Elementary Gregg Shorthand covering the Gregg Manual.
Three Months
June 5
H. R. Jennings, Head Teacher
W. E. Lockhart, Director

East Texas State Teachers College, Commerce

Methods courses for teachers of commercial subjects.
June 5
Mrs. Stella Draper, Head Teacher

North Texas State Teachers College, Denton

Courses in Gregg Shorthand, Typewriting, elementary Accounting, Commercial Law; Principles and Methods of Commercial Teaching.
Twelve weeks
June 2
A. A. Miller, Director

Stephen F. Austin State Teachers College, Nacogdoches

Elementary and advanced courses in Gregg Shorthand and Typewriting; Methods of Teaching Commercial Subjects.
Miss M. Jessie Hickman, Head Teacher
J. H. Wisely, Director

Southwest Texas State Teachers College, San Marcos

General methods course in teaching of commercial subjects.

Six or twelve weeks

June 4

C. E. Chamberlin, Director

Utah

L. D. S. Business College, Salt Lake City

Special methods course for teachers of typewriting. Regular instruction offered in all commercial subjects.

Six weeks

June 11

W. E. Eleeson, Director

University of Utah, Salt Lake City

Theory courses in intermediate and advanced Gregg Shorthand and Typewriting.

Six weeks

June 11

Henry F. Young, Head Teacher

Milton Bennion, Director

Utah Agricultural College, Logan

Content courses in the Technique of Bookkeeping; Principles of Accounting; Approach to Business Problems; elementary and advanced Gregg Shorthand; Typewriting.

Six weeks

June 18

James H. Linford, Director

Vermont

University of Vermont, Burlington

Methods of Teaching Gregg Shorthand, Typewriting, Business English, and Office Training. A knowledge of shorthand and typewriting is a prerequisite for this course. Typewriting—a course for beginners. Secretarial Methods.

Six weeks

July 5

Miss Catherine F. Nulty, Instructor

Bennett C. Douglass, Director

Virginia

University of Virginia, Summer Quarter, University

Elementary, Intermediate, and Methods of Teaching Gregg Shorthand, Typewriting and Bookkeeping.

June 18—July 28, July 30—September 1

Mr. S. M. Kanady, Instructor

Dr. Charles G. Maphis, Director

Washington

Hall School of Commerce, Seattle

Regular instruction and methods courses in Gregg Shorthand and all commercial subjects. A two-weeks "visiting period," starting June 18, will be devoted to lectures on Methods and Observation of regular classroom work.

Eleven weeks

June 18

Garnett Roy Hall, Head Teacher

Helen Gragg, Director

University of Washington, Seattle

Teachers course in Gregg Shorthand and Typewriting. Instruction courses in elementary and advanced Typewriting; elementary Shorthand—first twelve lessons only; principles of Business Correspondence.

Six weeks

June 12

Frank H. Hamack, Head Teacher

Henry A. Burd, Director

Northwestern Business College, Spokane

Instruction and method courses in Gregg Shorthand, Typewriting, Bookkeeping, and Accounting.

Eight weeks

July 9

A. E. Kane, President

Wilson's Modern Business College, Seattle

Instruction and Method Courses in Gregg Shorthand, Typewriting, Secretarial Training, Bookkeeping and Accounting.

Nine weeks

June 18

A. A. Peterson, Head Teacher

J. P. Wilson, Director

Knapp's Modern Business College, Tacoma

Teacher training courses in Gregg Shorthand and all commercial subjects.

Mrs. W. M. Knapp, Head Teacher

William M. Knapp, President

Wisconsin

Madison College, Madison

Courses in beginning and advanced Gregg Shorthand and Typewriting and related subjects; Methods of Teaching commercial subjects.

Ten weeks

June 11

E. M. Douglas, Head Teacher

G. E. Spohn, President

(Concluded on page 316)

Chats Among Ourselves

A Few More Experiences from School Commercial Clubs

IN your January *Gregg Writer* I notice about commercial clubs. I am glad to announce to you that I organized my commercial club four years ago. The club meets once a week during regular class periods, and each pupil receives credit for the work done in the club. The name of the club is "Stenographoi."

We are putting on a program in chapel. A business play, stressing business education, success in business, accuracy, ability, thoroughness, neatness, and business essentials will be part of the program. A club pin has been designed which is very pretty—a pencil with the Greek letter "S" attached to it by a chain. We have interesting programs, consisting of talks by the business men of the city on new inventions, how to produce business efficiency, what the business world demands, etc.

—Bernice Bow, Ardmore High School, Ardmore, Oklahoma

OUR "Junior Chamber of Commerce" meets twice a month. One meeting in which we transact all formal business and the other we devote to social activities, skits, plays, etc.

The members of the club publish, each month, the *Junior Business World*. You have been receiving a copy of this publication and from it will be able to get an idea of just what we are doing. Our mailing list for the *Junior Business World* is made up of the largest high school in each county in Pennsylvania and a few Ohio high schools which are near Sharon, as well as several high schools in New York State.

Right now, thanks to your new book "Commercial Clubs," our alumni are planning a banquet and dance to be held shortly after Easter.

Our High School assembly will be in charge of the Commercial Department, and we have decided to give the play, "The Trailor of Errors," taken from your book "Commercial Clubs."

We keep in close touch with our commercial alumni, and by so doing we have been able to place quite a number of them in better positions. We also send them a copy of the *Junior Business World* each month. Our alumni are also going to give two of the plays taken from "Commercial Clubs." With one exception we are going to use the same cast that we used two years ago, when we presented the play, "Not to the Swift," which appeared in the September, 1924, issue of the *Gregg Writer*. That one exception is Miss Marion Lockwood, who is now secretary to the president of the firm of Sinclair, Rooney & Company, manufacturers and importers of millinery goods at Buffalo, New York.

—Charles R. Dubbs, Sharon High School, Sharon, Pennsylvania

WE have the little play which we gave at the eighth hour in the day, charging an admission fee of ten cents. We used the proceeds to buy five new typewriter tables, and are going to order two typewriting rhythm drill records. The play was quite successful here, and I thought it would be nice to pass it on, if any one wants it.

—Ethel Herrell, Butler High School, Butler, Missouri

THE North High Commercial Club is the first commercial club North High has ever had, and we intend to make it the best it will ever have. There are about twenty members. Membership is granted to pupils who have acquired a typewriting speed of forty words a minute for fifteen minutes and have passed the O. G. A. test.

—M. Josephine Scott, North High School, Columbus, Ohio

WE note in the January number of the *Gregg Writer* that you take an active interest in the formation of new commercial clubs. This led us to believe that possibly you would like to hear that a new club has been organized in the La Crosse Vocational School. The club is named the Vocational Commercial Club, but in the school its members are more familiarly known as the "V. C. C.'s."

The club meets once a week in a combined business and social meeting, and thus we manage to hold the interest of all the members. For example, one of our recent meetings was devoted to familiarizing the members with Parliamentary Law. A Christmas party, at which appropriate games were played, was held at the home of one of the members. The first of the year we had initiation of new members so that our commercial department is now enrolled one hundred per cent.

In reference to your suggestion of interesting outside people in a club, our organization has interested town people to the extent that one

very popular Club woman voluntarily appeared before the Club and lectured on The Art of Conversation.

We are very much interested in hearing what the other clubs are doing, and read with great eagerness the comments that you publish referring to them. It would please us very much to be recognized as one of the clubs sponsored by your organization.

—Genevieve H. Cox, La Crosse Vocational School, La Crosse, Wisconsin

LAST year I started a Sten-Type Club with my beginners in shorthand who were writing Gregg. We found a class in a neighboring town who were willing to correspond with us in shorthand. This was a source of interest and good times. We showed about twenty reels of industrial movies to the whole high school during the year.

In April we took a trip to Boston to visit Fanueil Hall Market, the Custom House, and a factory. The president of the factory, Mr. E. C. Johnson, gave us a talk on what the business man expects of the student just entering business.

During April, May, and June we visited many of the factories, offices, and banks in the neighboring towns.

On May 11, a business show was held with the help of the senior class. Our program is enclosed:

THE STEN-TYPE CLUB
presents
A BUSINESS SHOW
May 11, 1926
in the Town Hall

I
Rhythmic Typewriting Drill — *Juniors*

II
Typewriting Speed Test — *Seniors*
Ten minutes.

III
Transcription Test — *Juniors* *Seniors*

IV
Demonstrations of the Mimeograph and Hectograph by Special Students

V
Speed test prizes and other awards won by the pupils presented

VI
An Old Fashioned Spelling Bee

VII
A short play (The Trailer of Errors)

Work of the pupils in shorthand, typing, office practice, bookkeeping and penmanship was on exhibition.

—Irene L. Hapgood, Wrenthan High School, Wrenthan, Mass.

Commercial Clubs

ORGANIZATION PROGRAMS and PLAYS

By Archibald Alan Bowle

published in response to a constant demand for a guide in organizing and conducting commercial clubs, etc., and for programs and plays that can be utilized by such organizations.

Contents

WHAT YOU MAY EXPECT FROM A COMMERCIAL CLUB
WHAT TO DO—THE INITIAL STEP
DUTIES OF ORGANIZING COMMITTEES
SCHOOL COMMERCIAL CLUBS
THE ORGANIZATION MEETING
PLANS FOR THE FUTURE
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KEY

to Gregg Writer Wordsign Chart

Many teachers have requested that we supply a key to the popular Gregg Writer Wordsign Chart and on the back of this page is the key to the chart. The words are given in exactly the same order so that teachers may use this key just as though it were the original shorthand chart for dictating the wordsigns to the class or checking the pupils' reading of the chart.

The shorthand wordsign charts are furnished printed on one side of a sheet of strong white bond paper. The price is 2c each, net. Additional single copies of this key will be supplied to teachers on request without charge; quantities at 2c each, net.

THE GREGG WRITER

16 West 47 Street New York, N.Y.

KEY TO GREGG WRITER WORDSIGN CHART

a an	beyond	endure	I eye	next	side	until	yes	charge	fault	office	significant significance
about	body	every	in—not	of	society	upon	you—your	clear-ly	future	official	sir
above	business	exist-ence	inclose	one	some	use	accept-ance	clerk	God	opinion	small
after	call	fall follow	instant instance	order	soon	usual-ly wish	accord	collect	gone	part	spirit
agent	can	far favor	is his	organize organization	speak speech	very	accordance	consider- -ation	got	principal principle	stand
all	care	find	judge	other	state	want	acknowledge	copy	govern-ment	publication	stock
allow	cause because	firm	kind	particular	such	was	acquaint- -ance	corporation	house	pupil	strange
am more	certificate	first	let letter	please	sure-ly	week	advantage	correspond- -ence	immediate-ly	quality	strong strength
and end	change which	for	light	point appoint	territory	well will	advertise	cover	import-ant -ance	quantity	suggest-ion
any	check	form from	like	public publish	than then	went	again	credit	improve-ment	railroad	thank
are—our recollect	company keep	friend-ly	little	put	that	were	agree	custom	industry	railway	thorough-ly three
ask	could	full-y	long	question	the	what	always	deliver	influence	recent	throughout
assist	course	gave	look	real regard	their there	when	arrange-ment	direct	insur-e -ance	record	truth
at—it	date—did	gentlemen	market—Mr.	receive	them	where	avoid	dollar	invoice	regret	typewriter
attention	definite	give-n	merchant	refer-ence	they	while	beauty	draft	jury	remark	value
be—but by	desire	glad	Messrs.	reply	thing think	why	better	duplicate	mortgage	remit-tance	vowel
book become	determine	go good	most	represent	this	wife	bill	Dr. during	never	report	wealth
been bound	devote	great	move	right	those	wire	bring	educat-e- -ion	newspaper	respect-ful -ly	with
before behalf	differ-ent difference	hand	much	says system	time	word	capitol	effect	object	return	without
behind	difficult-y	have	must	season	told	work	car correct	either	oblige	satis-fy -factory	wonder
believe belief	duty	he	name	shall ship	tomorrow	world	carry	enough	occasion	satisfaction	yesterday
between	else list	how out	new	should	trust	would	character	experience	occup-y -ation	send	young

"Gregging It" All Over the World

Mr. Bowle Tells of the Widespread Adaptation of Gregg Shorthand for Use in Other Lands and Other Tongues

AT a recent meeting of the New York Society for the Experimental Study of Education, Mr. A. A. Bowle, secretary of the Gregg Shorthand Teachers' Association of New York, spoke of the phonetic adaptability of Gregg Shorthand to foreign languages. In part, he said:

"We have always believed in the adaptability of Gregg Shorthand to foreign languages because the fundamental principles underlying the system are sound. Its curvelinear motion, its practical vowel scale, its lineality, the assignment of the material for consonants and vowels, its blending possibilities—these are as easily applied to one language as another. That the belief was justified has been demonstrated by the successful adaptations which have been made and the response which they have met. The fact that the system is also used in languages other than those for which there are official publications merely emphasizes its basic soundness.

"The main things which render the Gregg system peculiarly suited for adaptation to various languages are:

1. In addition to being purely phonetic it is a simple alphabetic system—the writing is done almost entirely from the original alphabet without alternative forms or appendages of any kind.

2. The simple joined-vowel code can be readily used for any language, with the addition of the distinguishing dot or dash to differentiate vowel sounds more clearly where it is necessary to do so.

"The value of connective vowels is obvious in the case of Spanish, Italian, French, Portuguese, and other languages in which the expression of the vowels is all-important.

"Since in Gregg Shorthand the main part of writing is from the original alphabet, the abbreviating methods for such prefixes and suffixes as are common in other languages can be readily applied.

"The fact that English is a 'cosmopolitan' language, that words of almost every other language abound in it, French, German, Italian, Greek, etc., etc., that a vast number of English words are derivatives from Latin, as are those of many other languages, gives reason for the belief that the assignment of characters in the English shorthand system would be equally suited to foreign languages. How it has worked out in practice is gratifying, for it has been found that the present arrangement of the shorthand forms is satisfactory.

"Spanish, French, Italian, Portuguese, German, Esperanto adaptations have been made and it is found that the primal consonants *k, g, r, l, n, m, p, b, f, v,* work out satisfactorily not only as individual strokes but in combinations. And this is perhaps the most vital matter to be considered in any shorthand system. It is the easy joining of the characters and their blending one with the other that gives Gregg Shorthand an advantage over other systems.

"Before Gregg Shorthand was formally adapted to any other language than English, the system was used to record speech in many foreign languages. At the St. Louis Fair in 1904, Raymond P. Kelley, a young writer of the system, although he knew not a word of another language but English, wrote from dictation in about forty different tongues. He heard the material and just recorded the sounds which he heard. This was later done by many other writers, and Mr. Swem said to me recently that he had written in many languages, even in Chinese.

"The flexibility of the system is responsible for its high degree of adaptation."

Mr. Bowle then compared all of the strokes of Gregg Shorthand as used in English with their use in the adaptations now published, and showed that very few changes were necessary to make the system practical for use in the other languages. "The fundamental vowels are the same and when combinations of vowels are needed it is merely a matter of joining them together and utilizing the method already in vogue with the English system of distinguishing the shades of vowel sounds. In the Spanish adaptation the sign for *th* represents *y* and *ll* because there is no sound *ith* in the language as generally spoken. In Polish the addition of a character for *szcz* is taken care of by the use of the stroke *j* with a line through it. The *ñ* of Spanish and the hard *ch* of Polish are accounted for by the utilization of the original characters with the addition of a line just below it. The combination *gni* and *gli* of the Italian is taken care of by the addition of a dot at the end of the *n* and *g* respectively."

Mr. Bowle also stated that the system is now widely written in Spanish-speaking countries, with many reporters using it in the Congresses of Mexico, Cuba, Porto Rico, and the Parliament of Bolivia. The secretary to the President of El Salvador writes the system and is enthusiastic about it. Because of the growing use of the system in these countries

(Continued on page 316)

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on term-end subscriptions

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In order to coöperate with teachers we are making this offer for three-month subscriptions to finish out the term. Very often the last few months of the school year are the very hardest for the teacher—there are so many outside activities in full swing by that time. If your students are not already subscribers, this is the most opportune time to introduce the ***Gregg Writer*** to them.

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(NOTE: The first installment of "The Lady, or the Tiger?" appeared in the March GREGG WRITER, which is still available on this special offer).

DICTATION MATERIAL

to Shorthand Plates in *The* GREGG WRITER

Nature's Storehouse

From "Cannery Notes"

Every now and then we hear that this or that essential resource is nearing exhaustion, and we begin to tremble[20] for the welfare of those who are to follow us two or three hundred years hence. In view of the[40] progress made by this generation, alone, in the field of science, and the discovery of new materials or of methods[60] for making old materials out of newly-discovered elements, these fears seem utterly groundless. The chemist is daily making discoveries[80] that add to our assurances against famine of any kind in the future. He has even discredited the predictions of[100] Malthus, and we now have every reason to feel assured that the time will never come when the earth will[120] be unable to support its human inhabitants in comfort and plenty. By the time the teeming billions, visioned as crowding[140] one another off the earth into bottomless space, arrive, the North Pole will be a summer resort and the Sahara[160] Desert will be a Garden of Allah.

Just as the chemist is beginning to talk about replenishing the fuel supplies[180] of the earth by the culture of plants that contain the elements that make fuels, predictions of impending end of[200] our fuel supplies are renewed. At the moment of the discovery of fertilizers that will increase the productivity of soils[220] manyfold, we hear we are approaching the limits of arable land. So far, the chemist has taken no more than[240] the first tentative steps in either of these directions. The time has not yet arrived for the tapping of these[260] resources. But these are only two of the fields in which the chemists and allied scientists are working. Many discoveries[280] have already been made that cannot be practically applied now because they are not needed; because it would be uneconomic[300] to utilize them until they are needed. These things have been laid aside against the time when they will be[320] required.

In the meantime, science is busying itself with discovering ways of conserving the resources that are ready to hand[340] in the storehouses of nature. It is making tremendous strides in the elimination of waste and the utilization of products[360] which heretofore have been thrown upon the junk heap. Chemistry is the science of analysis and synthesis. It studies the[380] constitution of matter for the purpose of finding means of reconstructing it. Chemistry takes the elements found in useless materials[400] and combines them in forms that make useful materials. It wastes nothing, because in the right combination all the elements[420] found in nature have utility for man. Having regard for the accomplishments of this science in the past, no man[440] can predict what the future will bring. We can be assured, however, that man will continue to be able to[460] cope with the forces of nature as long as the earth holds together.

Moreover, we do not know what the[480] storehouses of nature still hold for us in the form of resources ready for use. Millions of square miles of[500] the earth remain to be explored. As for the interior of the earth, beyond the limits of a few miles[520] we are in utter ignorance of its contents. (528)

The Self-Starter

By courtesy of the W. S. Tyler Company, Cleveland

It is laziness and not kindness that leads parents and employers to indulge youth in folly.

A successful man, though[20] human, was looking over some manuscript one day, and was stopped by a line that said a man often had[40] to be fired out of a job before he woke up and made anything out of himself.

He looked up[60] and told this story:

"I recall my first job. I was a floor salesman in a wholesale dry goods store.[80] Sixteen years old. The proprietor was a keen old gentleman, well-groomed, exquisitely-mannered, perfectly-barbered, and just a trifle[100] effeminate.

"I had worked for him one week when a cash boy told me that Mr. Penton wished to see[120] me in his office. When I walked in I was received with the utmost politeness and asked to sit down.[140]

"Then, choosing his words like a college professor, the old man said in an even voice: 'George, you're absolutely unfit.[160] You're shiftless, disorderly, and I'm going to fire you unless you show substantial improvement. In the first place I want[180] you to brush up. In the second place I want you to look busy. If you're not waiting on customers,[200] and have nothing to occupy your time, unroll a bolt of cloth and roll it up again. When you walk,[220] hold your head up and look as though you are in a hurry to get somewhere.'

"With this advice, I[240] was dismissed. Throughout the week I followed the instructions in detail, and on Saturday the cash boy

again told me[260] to report at the office. I was sure I was about to be bounced, but I was determined to walk[280] to my execution like a soldier. I squared my shoulders and strode briskly to Mr. Penton's desk. His office was[300] on the mezzanine and he was watching me.

"Again I was received like a diplomat to a foreign country, and[320] when I had been seated the boss spoke in his high, even voice: 'George, I've never seen such a remarkable[340] change in a young man. I congratulate you, sir. That will be all.'

"I passed out of the room and[360] back to my post on the selling floor. I worked in the establishment for eighteen months, receiving two raises in[380] that period, and when I left I was offered pay equal to that promised in the new position." (398)

Lesson Thirteen

Words

Altar, ulceration, ultimately, ulnar, candlestick, impressed, inbred, exhilarate, condenser, subtreasury, impound, entice, improper, confiscate, envoy, uncertain, incarnate, forecast, unto, excelsior,[20] incense, subsidy, foremast, exposé, commonplace, embalm, expiration, forestall, convert, exodus, submission, foremost, emery, impeach, concession, ingrain, impact, empower, forethought, disconnect,[40] comedian, encamp, subtract. (43)

Sentences

It is uncertain when the subway will be completed. After a thorough search the police have decided that his accomplice[20] left for parts unknown immediately after committing the crime. If your suburban property has furnace heat, we shall gladly sublease[40] it for you. This candy is of excellent quality. It would be unfortunate to discontinue the class in engineering at[60] this time. Alderman Conroy will serve on the committee to meet the convoy on its return. Because of his independent[80] attitude before the committee, he was unable to accomplish his purpose. (91)

Lesson Fourteen

Words

Contradiction, retrench, electrify, intercede, electric grill, metronome, nutritive, distracted, nitrates, intercept, controversy, centrally, altercation, exclaimed, destroy, extricate, intercession, interior, metorage,[20] patrolman, lateralize, Patterson, countersign, countersigned, abstraction, Austrian, transportation, intelligently, alternating, contributor, center table, intrinsic, exclamatory, concentrate, interlace, counterpart, retractor, attractive,[40] countercharge, electric motor, matronly, interference, elected, selected, retreat, metropole, destroyer. (50)

Sentences

The special instructor was engaged for the obstreperous child. The detective found there had been a general distribution of counterfeit[20] dollar bills in that section. The innovation of an electric grill in the Metropolitan Cafe met with great favor by[40] the patrons. Will you make an abstract of this contract for the Literary Digest? The applause given the famous contralto[60] was electrifying. We shall use the metric system in determining the quantity of material on hand. Although he was neutral,[80] it was difficult for him to restrain his feelings on this occasion. (92)

Lesson Fifteen

Words

Aggrandize, superstition, McBierney, shipyard, reclusion, hydrate, postdate, suspiration, parasol, self-respect, transfix, magnate, antiquity, undergrowth, magnifier, inclusively, multiplex, self[20] -sacrifice, underrate, MacBeth, transcontinental, antecedence, underbred, undersign, overtime, paralysis, hydrochloric, antelope, underbrush, suspected, superstitious, reclining, shortcake, self-same, posthaste, transplant, over[40] -alls, self-conceit, superhuman, shipboard, postpaid, antipode, transmission, multiplication. (49)

Sentences

He could not collect the insurance because the transport was overloaded. Mr. McDonough declined to postpone his trip because of[20] the shipwreck A thorough acquaintance with the shorthand outlines for the following words will give you a good understanding of[40] the prefixes involved: suppress, circus, suppression, selfish, support, circuit, superfluous, circumference, superb, suburb. All superfluous material was eliminated from the[60] declaration. What is the circumference of this circle? We will support your candidate for circuit judge. The undertow was very[80] aggravating to the swimmers. (84)

Lesson Sixteen

Words

Reasonable, tastefully, fanciful, grateful, sociable, lawless, skillful, lawlessness, subscribe, transpose, tactless, motionless, kindness, composure, regiment, inquest, superscription, scribble, resistless, fragment,[20] Farnsworth, smallness, charitable, circumscribe, wideness, widen, bequest, elation, wastefully, available, spotless, selfishness, mindful, peaceful, inducement, quotient, impatient, quibble, conflict, deflect,[40] unsuccessful. (41)

Sentences

It is only reasonable to expect his hearty indorsement of this measure. Mr. Farnsworth, chairman of our league, presented a[20] request from the missionary society for supplies to be sent to those made homeless by the recent disaster. What inducements[40] can you offer for subscriptions to your magazine? We are extremely grateful to you for your courteous treatment accorded our[60] Mr. Bosworth on his recent visit to your city. This is a wonderful prescription. Character is what you are, reputation[80] is what people think you are. (86)

The Lady, or the Tiger?

By Frank R. Stockton

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(Concluded from the March issue)

Tall, beautiful, fair,[1440] his appearance was greeted with a low hum of admiration and anxiety. Half the audience had not known so grand[1460] a youth had lived among them. No wonder the princess loved him! What a terrible thing for him to be[1480] there!

As the youth advanced into the arena, he turned, as the custom was, to bow to the king: but[1500] he did not think at all of that royal personage; his eyes were fixed upon the princess, who sat to[1520] the right of her father. Had it not been for the moiety of barbarism in her nature, it is probable[1540] that lady would not have been there; but her intense and fervid soul would not allow her to be absent[1560] on an occasion in which she was so terribly interested. From the moment that the decree had gone forth, that[1580] her lover should decide his fate in the king's arena, she had thought of nothing, night or day, but this[1600] great event and the various subjects connected with it. Possessed of more power, influence, and force of character than anyone[1620] who had ever before been interested in such a case, she had done what no other person had done—she[1640] had possessed herself of the secret of the doors. She knew in which of the two rooms, that lay behind[1660] those doors, stood the cage of the tiger with its open front, and in which waited the lady. Through these[1680] thick doors, heavily curtained with skins on the inside, it was impossible that any noise or suggestion should come from[1700] within to the person who should approach to raise the latch of one of them; but gold, and the power[1720] of a woman's will, had brought the secret to the princess.

And not only did she know in which room[1740] stood the lady ready to emerge, all blushing and radiant, should her door be opened, but she knew who the[1760] lady was. It was one of the fairest and loveliest of the damsels of the court who had been selected[1780] as the reward of the accused youth, should he be proved innocent of the crime of aspiring to one so[1800] far above him; and the princess hated her. Often she had seen, or imagined that she had seen, this fair[1820] creature throwing glances of admiration upon the person of her lover, and sometimes she thought these glances were perceived and[1840] even returned. Now and then she had seen them talking together; it was but for a moment or two, but[1860] much can be said in a brief space; it may have been on most unimportant topics, but how could she[1880] know that? The girl was lovely, but she had dared to raise her eyes to the loved one of the[1900] princess; and, with all the intensity of the savage blood transmitted to her through long lines of wholly barbaric ancestors,[1920] she hated the woman who blushed and trembled behind that silent door.

When her lover turned and looked at her,[1940] and his eye met hers as she sat there paler and whiter than anyone in the vast ocean of anxious[1960] faces about her, he saw, by that power of quick perception which is given to those whose souls are one,[1980] that she knew behind which door crouched the tiger, and behind which stood the lady. He had expected her to[2000] know it. He understood her nature, and his soul was assured that she would never rest until she made plain[2020] to herself this thing, hidden to all other lookers-on, even to the king. The only hope for the youth[2040] in which there was any element of certainty was based upon the success of the princess in discovering this mystery;[2060] and the moment he looked upon her, he saw she had succeeded, as in his soul he knew she would[2080] succeed.

Then it was that his quick and anxious glance asked the question: "Which?" It was as plain to her[2100] as if he shouted it from where he stood. There was not an instant to be lost. The question was[2120] asked in a flash; it must be answered in another.

Her right arm lay on the cushioned parapet before her.[2140] She raised her hand, and made a slight, quick movement toward the right. No one but her lover saw her.[2160] Every eye but his was fixed on the man in the arena.

He turned, and with a firm and rapid[2180] step he walked across the empty space. Every heart stopped beating, every breath was held, every eye was fixed immovably[2200] upon that man. Without the slightest hesitation, he went to the door on the right, and opened it.

Now the[2220] point of the story is this: Did the tiger come out of that door, or did the lady?

The more[2240] we reflect upon this question, the harder it is to answer. It involves a study of the human heart which[2260] leads us through devious mazes out of which it is difficult to find our way. Think of it, fair reader,[2280] not as if the decision of the question depended upon yourself, but upon that hot-blooded, semi-barbaric princess, her[2300] soul at a white heat beneath the combined fires of despair and jealousy. She had lost him, but who should[2320] have him?

How often, in her waking hours and in her dreams, had she started in wild horror, and covered[2340] her face with her hands as she

thought of her lover opening the door on the other side of which[2360] waited the cruel fangs of the tiger!

But how much oftener had she seen him at the other door! How[2380] in her grievous reveries had she gnashed her teeth, and torn her hair, when she saw his start of rapturous[2400] delight as he opened the door of the lady! How her soul had burned in agony when she had seen[2420] him rush to meet that woman, with her flushing cheek and sparkling eye of triumph; when she had seen him[2440] lead her forth, his whole frame kindled with the joy of recovered life; when she had heard the glad shouts[2460] from the multitude, and the wild ringing of the happy bells; when she had seen the priest, with his joyous[2480] followers, advance to the couple, and make them man and wife before her very eyes; and when she had seen[2500] them walk away together upon their path of flowers, followed by the tremendous shouts of the hilarious multitude, in which[2520] her one despairing shriek was lost and drowned!

Would it not be better for him to die at once, and[2540] go to wait for her in the blessed regions of semi-barbaric futurity?

And yet, that awful tiger, those shrieks,[2560] that blood!

Her decision had been indicated in an instant, but it had been made after days and nights of[2580] anguished deliberation. She had known she would be asked, she had decided what she would answer, and, without the slightest[2600] hesitation, she had moved her hand to the right.

The question of her decision is one not to be lightly[2620] considered, and it is not for me to presume to set myself up as the person able to answer it.[2640] And so I leave it with all of you: Which came out of the opened door—the lady, or the[2660] tiger? (2661)

(The End)

Do the duty which lies nearest to thee, which thou knowest to be a Duty! Thy second duty vill already[20] have become clear.—*Carlyle* (24)

The Will to Win

From the "Salinas Daily Index"

Too many men and women believe there is luck in leisure and abide by their faith through abstinence from work.[20]

Laziness is good nature gone to seed. Hustling is energy plus persistence. The reputation for being a hustler is the[40] best introduction to success that any man can have. Confidence and a good purpose are the vital elements of success.[60] Hustling is the essential force of business. It is the power to marshal your resources—recruit the slackers among your[80] abilities.

Ambitions are always to be found behind success. They are the stokers who fire the boilers under the will[100] to win. And the difference between the will and the wish is simply a difference in the degree of heat[120] under the will. If you are ambitious it means that you have within you already the beginning of success.

The[140] real power in ambition is in its intensity. But its measure of achievement is a matter of control and tireless[160] effort. (161)

We receive everything, both life and happiness—but the manner in which we receive this is still ours. Let us[20] then receive trustfully without shame or anxiety.—*Amiel.* (28)

Freedom from bad habits bests any other kind of freedom.—*Ed. Howe.* (12)

Business Letters

Letters to Dealers

(From Gardner's "Constructive Dictation," pages 212 and 215, letters 32 and 34)

Mr. Leon Brown,
120 Boylston Street,
Boston, Massachusetts

Dear Sir:

Your selling problem, Mr. Brown, being similar to[20] ours, I know you will be interested in the rest of this letter. What we are going to talk with[40] you about, starts way back in the nineties and comes right up to here and now.

One morning seventeen years[60] ago, I found on my desk a letter from Japan. It asked for information and prices on Burnham Boilers. Of[80] course, we sent them; but did not really expect much to happen. Six weeks passed and along came a nice,[100] cosy order; and we have been sending boilers to Japan ever since.

So much for instance Number One.

Now for[120] Number Two.

One hot summer afternoon, there walked into our office a man from Holland. He could not talk English,[140] so a friend he had along, did it for him. He was in this country investigating boilers, and wanted to[160] see ours and the way we made them.

Every year, since that day, we have been sending Burnhams to Holland.[180]

Both the Japanese and the Hollanders saw our advertisement in one of the American trade papers, which they take to[200] keep up with things.

If these men, thousands of miles away, will buy Burnhams through advertisements, isn't it reasonable that[220] people right in your own town will do the same, provided you advertise to them in an interesting, attractive way?[240]

Two or three weeks ago, we sent you one of our Burnham Boiler Business Booster Books, containing reproductions of advertisements,[260] lantern slides and banner; any or all of which we offered to send you entirely at our expense.

This morning,[280] I was looking over the long list of dealers who had sent in their requests for them, and was rather[300] surprised not to find your name among the number.

If it pays these other dealers to advertise, it will pay[320] you. Why don't you hunt up that Booster Book, and select some Ads, or slides, and send us an order[340] for them?

Use them the way we suggest and you will find them digging up business where you never imagined[360] it could be dug.

Truly yours, (366)

The M. C. D. Garage,
290 Sheridan Avenue,
Waterloo, Iowa

Gentlemen:

You will be interested in learning that[20] the Willys-Overland Company will in all probability adopt Pierce Governors as standard on their various models of trucks and[40] delivery cars.

In fact, their Chief Engineer, Mr. McKinley, has already O. K.'d installations on practically all models, and is now[60] doing the final testing.

This means that owners of Overland cars now in service will immediately want to avail themselves[80] of the protection that Pierce Governors will afford them, by eliminating all possibility of fast driving.

As a distributor of[100] Overland cars, this is your opportunity to add a comfortable sum to the profit side of your ledger. The inclosed[120] folder briefly explains the features and operation of Pierce Governors, but you really should possess a copy of our book[140] "Speed Control," in order that you may be prepared intelligently to handle the inquiries you will receive. We will gladly[160] send this book gratis and quote prices on the various Pierce-Overland Governor installations, upon request.

Your reply is being[180] awaited with much interest.

Yours very truly, (187)

Just try the cultivation of the sunny side of your nature for a year. It would revolutionize your whole life.[20]—*O. S. Marden* (23)

Failure or Success?

From "Your Job"

By Harold Whitehead, of Boston University

I am going to tell you two stories indicating reasons for success—and failure. Every employee is potentially an employer.[20] These instances concern any young man in business, from office boy up.

When the head of a comfortable, moderate-sized[40] manufacturing concern died, the management of the business fell into the hands of his son Bob. Bob was twenty-five.[60] He had a good education. For the last three years he had "worked in the office," at such times as[80] golf and a certain charming young lady permitted.

Being made of the right kind of stuff, he now put his[100] golf clubs on the shelf and asked the young lady to marry him. She promised to become Mrs. Bob as[120] soon as he could get the business running properly. Bob always felt that his father had been behind the times,[140] so he determined that the factory should be modernized and systematized. He started on a tour of investigation and visited[160] some of the largest concerns in the country. There he studied the methods they used and marveled not a little[180] at the wonderful labor- and time-saving plans he discovered.

Eagerly he returned home and began to apply many of[200] the ideas he had absorbed. Systems of report-cards were installed. Every day he had "graphs" made of work in[220] progress and so forth.

Yet at the end of the trading period profits were smaller than ever!

He had a[240] chilly sensation in his lower extremities and sought the advice of an old friend of his father—a man who[260] was a successful exporter. After hearing Bob's story, the friend smiled and said:

"It's easy to see where you fell[280] down. You're full of 'hows' but shy on the 'whys.'"

Bob looked puzzled. "Hows and whys? What are you driving[300] at?"

"Listen, Bob," began his friend, "you've studied *how* successful concerns do things, but you didn't get the real things,[320] which is *why* they do them the way they do. You got practice, but not principles—not rules.

"You can't[340] play any game successfully without mastering the rules of the game. Business is a game, a great big wonderful game,[360] and it must be played according to the rules—the principles, if you mean to make good.

"Turn yourself into[380] an animated question mark for a year or so. Ask 'why' about anything that you want to know and you'll[400] absorb the rules of the game, and learn how to apply them quickly and surely."

Bob got the idea and[420] began to study business from a different viewpoint. He looked for the reason *why* things were done in a certain[440] way, rather than merely *how* the work was performed. The result was that at the end of the next trading[460] period a pleasing profit was shown.

Too many people fail to distinguish between practice and principle—the *how* and *why*[480] of business—and in consequence never really get at the heart of their business problems.

The first question a business[500] man should ask himself is "Why? Why am I in business?" or maybe, "What am I aiming at in business?"[520]

The business man must be like the hunter.

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SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President **Shubert-Rialto Bldg., St. Louis, Mo.**

Signs of Spring

Written February 1. Within the last few days, our nominees have been taken in Detroit; Lockport, N. Y.; Springfield, Mass. Within two weeks calls have come from Atlanta, Philadelphia, Chicago, West Virginia, New York, Pennsylvania, Connecticut, Oregon. By the time you read this, calls will be coming fast. Today a man who was receiving $1800 when he enrolled with us writes that he is now getting $3900 in the last position we got for him. Another, receiving $3000 when he enrolled in 1925, writes that he is now paid $4300. We got the place for him. May we help you?

THE NATIONAL COMMERCIAL TEACHERS' AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr., **Larcom Avenue, Beverly, Mass.**

The hunter has a definite objective. He's after deer, or bear, or[540] foxes, or something. He prepares for the sport and equips himself for hunting the desired game.

The business man should[560] decide just what he's after. Having made up his mind he should have courage to stick to a definite objective.[580]

Ask the average fellow you meet what his plans are for the future. He doesn't know—he is just a[600] heedless opportunist.

Of course, a few people go into business to make money and nothing more. Such people invariably come[620] a cropper. No business can succeed that is built upon selfishness. Service is the keynote of business success, but the[640] kind of service to be rendered, whether it is ironing shirts or building railways, must be definite and clearly kept[660] in mind.

Two reasons for failure, then, are:

First. Confusion of practice with principles.

Second. Lack of definite objective.

And[680] one other—ignorance of human nature, the fault of letting personalities interfere with merit or lack of it. Ignorance of[700] human nature prevents an employer from getting the best out of his people and prevents an employee from making the[720] most of himself.

Just because you do not like someone, doesn't mean that he is "no good." He may be[740] an excellent worker and a fine man. It's a question of human nature. People are not better or worse, so[760] far as temperament is concerned. They are different, and the successful man looks through temperament to ability and character.

Now[780] for a story of success.

There is a man in Atlanta, Ga., who is the head of a prosperous business[800] employing some three hundred men. The business is a complicated one. Prices change frequently and buying is quite a scientific[820] operation. About fifty traveling salesmen make frequent correspondence with them. It is an ever-present job, requiring quick decisions presented[840] with tact. The man who manages that business has some job on his hands. "I should think it keeps him[860] hard at it from morning till night." That might express your opinion on the matter.

And yet he appears to[880] have all kinds of time on his hands. Of course, he's there the first thing every morning, but it's seldom[900] that he is seen after lunch. Call on him any time and he's always time to talk with you. Ask[920] him if he will go round the links with you and it's ten to one that he'll be ready and[940] willing to go. He manages that business, though. He is in touch with every happening. His influence and personality are[960] felt in every corner of the enterprise.

How, then, does he have so much leisure?

It's because he does not[980] clutter up his mind nor consume his time on routine matters, and because he has trained executives who are given[1000] a free hand in their own department.

No man can be considered a good executive who is so tied to[1020] his desk with details that he has not time to think.

Show me a man who adjusts his time so[1040] that he can sit and smoke a cigar in the afternoon and gaze through the office window looking at nothing[1060] in particular, and you will show me an executive. He may think of one thing during that period of apparent[1080] idleness that may save or make thousands of dollars.

I used to be a traveling salesman, and I often called[1100] on customers—mighty good fellows, too—who could not stay with me beyond five minutes at a stretch.

Then they'd[1120] think of some trifle that ought to be done and they'd have to run off to see if the boy[1140] had done it. Then a parcel may be delivered, and off they would rush to see if it was that[1160] case of carvers which they were waiting for. The telephone would ring and they would have to listen to see[1180] if it was anything special—and as likely as not they would have to give suggestions to the girl what[1200] to say. Ask that man to have dinner with you at night, and he'll decline because he has so much[1220] work to do that he'll be there until 10 o'clock at night.

I've known store proprietors who regularly swept the[1240] store and were forever dusting counters. Yet they thought they were executives, whereas they were merely glorified errand boys—busy[1260] doing chores for everybody in the place. They let everybody lean on them, instead of using their employees as props[1280] to themselves.

It is said that Rockefeller tells all his executives that their job is to hire people to do[1300] everything for them. That enables them to think of the broad policies of the enterprise and to keep free from[1320] the vision-destroying routine practices of every day affairs.

A test of a good executive, then, is the ability to[1340] hire workers and to let them carry out the ideas of the chief. The good executive is always master of[1360] the business and of his own time. The poor executive is mastered by the business.

The poor executive is driven[1380] by the business.

The good executive drives the business.

And now one more kind of failure—a common kind.

"See[1400] that girl over there, remarked the proprietor of a small jobbing establishment, "she came here about a month ago and[1420] I'm going through the usual experience I have with all beginners."

"What's that?" I asked anxiously.

"She will act on[1440] the wrong examples. They all seem to do it, and fellows are just as bad as the girls. They see[1460] some one doing something wrong and at once that is a license for them to do it.

"The cashier I[1480] have is a very capable woman and every summer she goes away for week-ends to her people's place in[1500] the country. The train service is bad and if she stays over Sunday she can't get here until 9:40[1520] Monday morning. She's such a fine little woman that, for the two months her people are away, I let her[1540] come in at 9:40 instead of 9 o'clock. She stays overtime night

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after night during our busy season, and[1560] I'm glad to let her come late Monday mornings.

"Now that other girl had been here less than two days[1580] when she asked to get in at 9:30 Monday for the next three weeks. Her people were at home,[1600] but she had an invitation to spend week-ends at a camp.

"I refused, naturally, and she told me that[1620] I give Miss Higgins 'till 9:40 and that's ten minutes more than she asked for! I told her as[1640] kindly as I could that Miss Higgins had been here eight years; but that young girl acted as though she[1660] had a personal grievance against me.

"The other night she stopped work a few minutes before five and scurried out[1680] without cleaning up her desk and typewriter. I called to her and insisted on having things left shipshape.

"Miss Walsh[1700] (another stenographer) often leaves her machine uncovered until morning," was the defense offered.

"And so it goes, one thing after[1720] another. When anything is done wrong someone else is quoted as having created a precedent for doing it that way.[1740]

"It's seldom that good deeds are considered worthy of emulation. I don't find the help falling over itself to work[1760] overtime when Miss Higgins puts in a few hours extra.

"I once had a boy named Horace who was[1780] as smart as a steel trap. In his spare time he used to rearrange stock on the shelves and kept[1800] the goods looking in fine, trim order. None of the others felt called upon to follow his example, however.

"A[1820] customer of mine wanted a young chap to train as assistant manager. I recommended Horace for the job, and today[1840] he's manager of five stores and will soon be a director of the concern.

"The other fellows accused me of[1860] favoritism for recommending Horace, because, forsooth, they had been with me longer than Horace. Doesn't it beat all how little[1880] the young fellow or girl thinks about the future of his job? They see how little they can do, then[1900] they feel aggrieved when I don't exert myself to boost 'em.

"A chap came to me a few weeks ago[1920] and grumbled that he had been with me for nine years and was only getting $28 a week[1940] —the same salary he started with. He complained that a married man can't live on $28 a week[1960] these days.

"I told him I felt sorry for his wife being married to him, and that if I had[1980] done my duty I should have fired him eight and a half years ago, for he never grew a bit.[2000] He stood still, but expected his salary to grow." (2009)

Experience is what many of us get sometimes when we are looking for something else. (15)

Short Stories in Shorthand

Practice What You Preach

"What's the matter?" said the typist to her learned employer who was conducting a correspondence course in memory training.

"Too[20] bad," groaned the learned one, "I've forgotten the name of that pupil who paid his first fee five minutes ago." (40)

Like a One-Man Top

A Battery: What's that thing those two men are laboring so to carry down the street?

B Battery: It looks[20] to me like a portable radio. (26)

A Concrete Example

A contractor professed to be angry because some little fellow stepped on a new pavement before it was dry.

His[20] wife rebuked him. "I thought you loved children," she said.

"I do in the abstract, but not in the concrete,"[40] he replied. (42)

No Use Grinding Now

Judge: When you work, what work do you do?

Hobo: I'm an organist.

Judge: Why, a man with such talent[20] should never be out of a job. What's the trouble?

Hobo: My monkey died. (34)

Jealousy

"Why did the foreman fire you yesterday?"

"Well," was the reply, "a foreman is one who stands around and watches[20] his gang work."

"I know; but what's that got to do with you?"

"Why, he got jealous of me. People[40] thought I was the foreman." (45)

Time Well Spent

Efficiency Expert: You are wasting too much time in the office on your personal appearance.

Stenographer: It isn't wasted. I've[20] only been here five months, and I'm already engaged to the junior partner. (33)

Time to Sign Off

Story-Teller: And while the little boy was sitting in his chair all alone he heard a horrible, horrible wail[20] right behind him. What do you suppose it was?

Modern Youngster: Static! (32)

School News

(Continued from page 263)

and athletic manager and the gymnasium proper. Permanent built-in bleachers and a mezzanine floor give a seating capacity of 1800. The gym floor provides for a basketball court 50 x 90 with a 22 foot ceiling. A stage 30 x 20 with a complete stage equipment enables the large room to be converted readily into an auditorium, 1200 removable seats being provided for the gym floor. These seats together with the bleachers and balcony make possible a seating capacity of 3000.

The cost was $60,000.00, a third of which was financed by the business interests of Chillicothe, in an intensive campaign sponsored by its local Chamber of Commerce early last spring. The college although independently or privately owned has been admitted in its athletic activities to the Missouri State Conference and competes for championship honors in all major sports. The necessity of such a building to keep up its athletic standing, together with the encouragement and help given by its citizens, has resulted in this fine addition to Chillicothe Business College.

The institution was established in 1890 by Allen Moore, Sr., as a private Normal and conducted as such until his death in 1907, since which time his sons, Allen, Jr., and Roy, have conducted it. In 1908 the sons dropped the teachers' training courses and made the institution a boarding business school. The support given the college in Chillicothe, a city with a population of only 6772, is remarkable, but the school with a yearly enrollment of over 2500 drawn from thirty states is unquestionably the big industry of the city.

WE learn from news accounts in the Trenton, New Jersey, papers that Rider College of that city is soon to enlarge its equipment. Arrangements are being made to erect a new building to supplement the already handsome and commodious structure dedicated to commercial education.

It is planned to name the addition "The Stewart Building" in honor of Thomas J. Stewart, founder of the old Stewart Business School which is now Rider College.

The present building, which is already outgrown, was erected only six years ago, but with a 53 per cent increase in the freshman class this year, prompt action becomes necessary.

Eventually, it is the plan of the college to establish a University Place, which will include, beside the buildings of instruction, dormitories for the boarding students from all over the United States and many foreign lands.

N. C. T. F. Report

(Continued from page 280)

relation of the Work of the Commercial Department with the Demands of the Business World.

Extracts from her paper follow:

The survey is one of the most popular means of ascertaining the demands of business in a locality. Too often the employer is unable to give an unbiased opinion because he is too close to some difficulty. A few employers have told us that their greatest difficulty comes from employees who do not have the right attitude toward work, and who are not giving an enthusiastic loyalty to their employers.

Sometimes it is the fault of the employers that they do not get that loyalty, but not always. It is probably more frequently due to the inability of the employee to adapt himself to the job in a short time. Situations are so different. Too, he may be in some job that he dislikes, and for which he is not fitted.

The schools can help to overcome this difficulty by giving better educational and vocational guidance. The best type of vocational guidance is a try-out course such as we offer in our Coöperative Salesmanship.

This coöperative course is open to upper-grade students over sixteen who can meet store employment requirements. The students study the theory at school, and work under supervision in stores two hours a day and all day Saturday.

This type of work has been very successful. The opportunity to talk about the job to someone other than the employer solves many difficulties. The thorough understanding of each detail, whether important or unimportant, gives the best basis for loyalty and interest.

The coöperating stores are pleased with the results, because they have high-class employees. The school is pleased because it has given its students an opportunity to try out an occupation under the best possible conditions.

Bookkeeping—Its Educational Value

Much has been written on the educational value of bookkeeping. This for the most part has been the interesting observations of enthusiasts on the "firing line" in the ranks. Here and there confirmation has been evidenced by those in higher institutions of learning, but too frequently has this been done with reservation and even caution. To listen, therefore, to Professor J. O. McKinsey, University of Chicago, is to experience a rekindling of professional fervor. At the outset Professor McKinsey asked this question: When does a subject have educational value?

"The Latin teachers are convinced that students may be educated if they study Latin; the English teachers are convinced that students may be educated if they study English; science teachers are convinced that students may be educated if they study science. The fact is no one knows exactly the objects of education. Certain groups claim that a classical education is the only one. Others make opposite claims. And when I attend a group of this kind I find the same division existing.

"Another vital question, Does the training which the student receives give him a knowl-

edge and method that will help him in solving the problems in everyday life? In the economic sense bookkeeping will give valuable aid—in three ways:

1. A means by which we make our daily bread
2. It helps us to become executives, heads of a department, and to multiply our opportunities for acquiring business knowledge
   (a) By personal inspection
   (b) By calling in employees and advising with them
   (c) By reports
3. Mastery of bookkeeping principles enables us to become successful in investment."

General Discussion

In conclusion, a general discussion was conducted by Mr. J. O. Malott, specialist in Commercial Education, Washington, D. C. Characteristic of his thoroughness, Mr. Malott had prepared a series of questions for consideration. Important among them were matters dealing with commercial curricula, research and surveys, coöperation between commercial teachers and business men, coöperation between commercial teachers and others in the school system; the high school commercial department and higher schools of business; commercial teachers, etc.

The conclusions expressed were highly favorable to scientific procedure in curriculum making. No prescribed course of action is sound unless it provides for the individual differences in abilities and aptitudes. It was pointed out that the building of a curriculum first and then applying diagnostic measures may appear to be the common order. Progress, however, is dictating the necessity of individual inventories so far as abilities are concerned and from this basis all training should be determined. Whatever is accomplished, the idea of developing the individual as an individual rather than a group as a group was given popular support. It is for this purpose that high and vocational schools should cooperate most earnestly.

The building of a curriculum, it was agreed, should depend to some degree upon what a community requires. Surveys therefore are needed. Job analysis, in which very notable progress has been made, affords an important source of facts. Relying upon this alone was not recommended, as there is an abundance of evidence indicating that the perspective of those in charge of curriculum building should extend beyond the confines of any given set of jobs.

Considering further the needs of the individual, it was held that every student in high school should have some commercial work. This was regarded fundamental as well as economic. The absence of a knowledge of business procedure and business forms is a positive handicap in the administration of one's business affairs. In other words, no matter what the pursuit of an individual may be, he must be a business man first so far as his own affairs are concerned. One who does not have this advantage is seldom successful in his investments.

[The general sessions of the N. C. T. F. meeting were reported last month. The Shorthand Round Table to appear in our May issue will complete the report.]

Scientific Dictation

(Continued from page 282)

Maximum speed will not be reached in the first period of practice; for while the student is learning the vocabulary of the exercise, he has yet to acquire the necessary coördination between mind and hand, which comes only with continual practice. Coördination will ordinarily take care of itself if the student is not bothered with recalling unfamiliar words. When the class can write the exercise fluently at its highest speed (which may be 60, 80, or 120 words a minute), that exercise is left and the next begun, and so on throughout the twenty exercises. Then the series should be repeated, and progress noted. There will undoubtedly follow increased facility in both coördination and in application of these common words. And it should always be borne in mind that, however familiar the matter may become to the student, all progress on such a vocabulary is basic progress.

A Drill in Elementals

Furthermore, the ability to write these basic words will naturally carry over into all other practice. Besides being a list of the most-used words of the language, the exercises constitute a highly-concentrated drill on the elemental syllables and sound combinations of the language. Such practice on simple combinations of letters not only serves the immediate end, in establishing the habit of facile execution of the forms for these particular words, but it insures an increased facility in the con-

struction of words, new and unfamiliar, but which are of necessity built of elemental sounds. Thus a habit created in writing the simple word "form" serves just as well for the more infrequent word "formulate." It is more than mere word practice, it is a definite, scientific drill in elementals.

In this I have tried, not merely to describe a new text, but to indicate what is apparently a new idea in dictation—a purely scientific application of the research work of the past few years, coupled with the practical experience of the writer and others in vocabulary- and speed-building.

It Will!

"*HERE* is my list of entries for the C. T. Contest. It is longer this year—over twice as long as last year's list from Marseilles. I believe I told you in my letter written after receiving our banner that I had moved to Hillsboro and am teaching typing only. Both typing teams Junior and Senior, won state honors last year. I am working hard to help repeat the performance, and I know the C. T. Contest is going to help."—*Alta L. Butz, Hillsboro Community High School, Hillsboro, Illinois.*

Results of the Blackboard Contest

(Continued from page 268)

Anna M. Leavenworth, Senior High School, West Springfield, Massachusetts
Sister Marie Victoire, Academy of the Sacred Hearts, Fall River, Massachusetts
Perle Marie Parvis, Mishawaka High School, Mishawaka, Indiana
Norah T. Mangan, North Providence, Rhode Island
Clorah E. Corzine, Palatine Township High School, Palatine, Illinois
Ethel Herrell, Butler High School, Butler, Missouri
Bernice Riden, City High School, Pawhuska, Oklahoma
Mary Z. Fitzgerald, Senior High School, Long Prairie, Minnesota
Gena Ostby, State Teachers College, Mayville, North Dakota
Sister Mary Justin, S. S. N. D., St. Alphonsus High School, St. Louis, Missouri
Nettie E. Elliott, Scituate High School, Scituate, Massachusetts
Mrs. Martha S. Cagle, Strayer College, Washington, District of Columbia
James D. Gilbert, Senior High School, Chickasha, Oklahoma
Amelia Deuser, New Albany Business College, New Albany, Indiana
A. L. Pearl, Acme Business College, Lansing, Michigan
Eunice O. Salisbury, G. W. Stenographic College, Topeka, Kansas
Mildred B. Kies, Midland College, Fremont, Nebraska
Josephine Crawley, Senior High School, New Britain, Connecticut
Harold G. Bertaut, The Gregg School, Leicester, England
Sister DePazzi, Ursuline Academy, Springfield, Illinois
Ruth C. Goodwin, Senior High School, New Britain, Connecticut
Sister M. Salvatoris, Mount St. Mary Seminary, Hooksett, New Hampshire
Cora Nelson, Racine Vocational School, Racine, Wisconsin
Mrs. Grace E. Norman, Tientsin, North China
Mina M. Woodrome, Baldwin's Business College, Yoakum, Texas
Brother Romeo, Mount St. Charles, Woonsocket, Rhode Island
Daisy M. Bell, J. Sterling Morton High School, Cicero, Illinois
Lydia B. Fedler, Sheboygan Business College, Sheboygan, Wisconsin
Marion F. Woodruff, High School, Gloucester, Massachusetts
Orpha M. Dean, Technical High School, Hammond, Indiana
Mrs. Gladys Baltrusch, A. W. Johnston School of Business, Billings, Montana

Summer School Directory

(Continued from page 298)

State Teachers College, Whitewater, Wisconsin

Content and methods courses in all commercial subjects, all courses applicable on requirements for Bachelor's degree in education.

Six weeks

June 18

C. M. Yoder, Director; F. S. Hyer, President

Wyoming

University of Wyoming, Laramie

Elementary Shorthand (Gregg), Typewriting, Bookkeeping and Accounting, with some other related subjects.

Twelve weeks

June 11

Dean E. Hunton, Head Teacher

C. R. Maxwell, Director

"Gregging It" All Over the World

(Continued from page 303)

it has been necessary to provide supplementary books and a special magazine, *El Taquígrafo Gregg.*

A map of the world was placed on view which showed the countries to whose languages Gregg Shorthand has been adapted.

Rational Rhythm Records

***By* Rupert P. SoRelle**

speed learning, increase efficiency, create enthusiasm. They are the first successful effort in producing phonograph records especially adapted to teaching rhythm. Planned by Mr. SoRelle, and produced under his personal direction, they are perfectly adapted to the assignments in

Rational Typewriting

Teachers who have tested them are most enthusiastic in praise of their value and their perfect adaptation to the purpose. The use of the records brings the following advantages:

1. Materially hastens the process of learning.
2. Favorably influences concentration, and materially hastens the acquisition of speed.
3. Produces even impressions, and a rhythmic flow of strokes.
4. Reduces strain of nerves and muscles in the learning stages.
5. Creates interest, arouses enthusiasm, and helps the teacher to get better results in teaching.

The records are adapted to any type of disc machine using needles. They are full-toned, resonant, and have the rhythmic beats distinctly marked. They are arranged progressively, starting with low speed, and graduated up to high speed. Each record also has a very flexible speed range. The music you will accept without question.

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